

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

RECOMMENDATION SUBMITTAL

DATE: August 27, 2015

TO: Mitch D’Olier, Chairperson Applications Committee

FROM: Tom Hutton, Executive Director

AGENDA ITEM: Action on 2015-2016 Request for Proposals for New Charter Schools,
Including the Process, Timeline, and Criteria for the 2015-2016 Application
Cycle

I. DESCRIPTION

Discussion on proposed changes to the Request for Proposals. No recommended action at this time.

II. POLICY CONTEXT AND AUTHORITY

A core function of a charter school authorizer is to solicit, evaluate, and approve or deny applications for new charter schools. Pursuant to §302D-5(a), Hawaii Revised Statutes (“HRS”), “[a]uthorizers are responsible for executing the following essential powers and duties: . . . (1) Soliciting and evaluating charter applications; (2) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; [and] (3) Declining to approve weak or inadequate charter applications[.]”

The process for accepting, evaluating, and making decisions on applications should be rigorous, fair, and transparent. According to the National Association of Charter School Authorizers’ (“NACSA”) *Principles & Standards for Quality Charter School Authorizing, 2012 Edition* (“*Principles & Standards*”), “A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.” (p. 12) Pursuant to §302D-6, HRS, “All authorizers shall be required to follow nationally recognized principles and standards for quality charter authorizing in all major areas of authorizing responsibility, including: . . . (2) Soliciting and evaluating charter applications[.]”

Section 302D-13, HRS, establishes further statutory guidelines as to the establishment of start-up and conversion charter schools, and the text of that statutory section, as recently amended by Act 114, Session Laws of Hawaii 2015, is attached as **Exhibit A**. An excerpt relating to application process national standards from NACSA's *Principles & Standards* is attached as **Exhibit B**.

III. BACKGROUND

At its August 13, 2015 general business meeting, the Commission approved returning to a single-phase application process, adopted a revised general timeline for the 2015-2016 charter application cycle, and authorized staff to finalize the details of the process and timeline for future approval. At that same meeting, the 2014 application cycle concluded, and staff has since solicited feedback on the process and Request for Proposals ("RFP") from applicants, Commissioners, evaluators, and the Hawaii Public Charter School Network.

IV. DECISION MAKING STATEMENT

A redlined version showing the changes from the 2014 RFP to the 2015-2016 RFP is attached as **Exhibit C**, and a clean version is attached as **Exhibit D**. Please note that staff has not yet completed substantive revisions to all areas of the RFP. The most material substantive changes that have completed thus far are highlighted below:

1. **Timeline.** The timeline assigns specific dates to the general estimated timeline approved by the Commission and reflects the single-phase process. The RFP is to be released earlier than in previous years on September 18, 2015; applications are due on January 19, 2016, allowing for more time to develop applications than previous years from the time the RFP is released; and the Commission is scheduled to make final decisions on July 14, 2016, increasing the start-up period by one month from the previous cycle.
2. **Merger of Application Requirements and Criteria.** Rather than having separate application requirements or questions and evaluation criteria as in previous cycles, this RFP merges the requirements and criteria together, making the expectations clearer to applicants and evaluators. Instead of asking for certain information then evaluating whether the information provided has certain characteristics based on separate criteria, the application sections now require specific elements to meet the standard for approval and act as both "questions" and criteria.
3. **Reordering of Plan Sections.** This RFP reorganizes the various sections within the Academic, Organizational, and Financial Plans to create a flow to the application that encourages more coherent and integrated responses. The order will also assist evaluators in better understanding and evaluating applications. The reorganization and changes to these sections are described in more detail below.
4. **Academic Plan.** The Academic Plan has been revised to incorporate several components from the Organizational Plan for the reasons stated previously. Further, the Curriculum and Instructional Design section is being revised for clarity.
 - a. Academic Plan Overview, Academic Philosophy, and Student Population. No changes were made to this section.

- b. Third-Party Education Service Providers and Charter Management Organizations. This section was moved into the Academic Plan from the Organizational Plan largely because of how important an Education Service Provider's ("ESP") track record is to evaluating the quality of the Academic Plan. Among other things, this section now requires applicants that will be partnering with ESPs for academic services to provide evidence that the ESP's other clients are high-quality charter schools.
 - c. Curriculum and Instructional Design. This section is being clarified to require all of the components that comprise a curriculum and instructional design. Curriculum development plans will no longer be accepted. Staff is still revising this section.
 - d. Special Populations and At-Risk Students. This section has not been substantively changed.
 - e. School Culture. This section has been changed to focus more on school culture as it relates to students. The areas that focus on school culture as it relates to staff have been moved to a new section, Professional Culture and Staffing.
 - f. Professional Culture and Staffing. This is a new section that combines part of the School Culture section (as mentioned above); the Professional Development section (which used to be in the Organizational Plan); the Staffing Plans, Hiring, Management, and Evaluation section (which also used to be in the Organizational Plan); and the staffing structure part of the former School Calendar, Schedule, and Staff Structure section. The primary reason for combining all of these areas into a new section is to have everything related to staffing in one place. This new section is part of the Academic Plan because of the importance of staffing to delivering instruction, but there are clearly still many organizational considerations throughout this section.
 - g. School Calendar and Schedule. Other than the removal of the staff structure area (as mentioned above), there are no other substantive changes to this section.
 - h. Supplemental Programs. This section has not been substantively changed.
5. **Organizational Plan.** As previously mentioned, several parts of the Organizational Plan have been moved into the Academic Plan. Another section, Complaints Procedures, has been removed completely.
- a. Governance. This section has not been substantively changed.
 - b. Performance Management. This section has not been substantively changed.
 - c. Ongoing Operations. This section has not been substantively changed.
 - d. Student Recruitment, Admission, and Enrollment. This section has not been substantively changed.

- e. Parent Involvement and Community Outreach. Other than renaming this section, there have not been substantive changes.
 - f. Nonprofit Involvement. There have not been many substantive changes to this section with the exception of requiring that applicants address possible issues with the competing interests of an associated nonprofit organization whose mission is note to solely support the proposed charter school.
 - g. Geographic Location and Facilities. This section has not been substantively changed.
 - h. Start-Up Period. This section has not been significantly changed, but now clearly requires a project management plan for the start-up period.
6. **Financial Plan.** The Financial Plan has not been substantively changed, but the Financial Plan section has been split into two renamed sections.
- a. Financial Oversight and Management. This is a renamed section that has components from the Financial Plan section. There are no substantive changes.
 - b. Operating Budget. This is a renamed section that has components from the Financial Plan section. There are no substantive changes.
7. **Applicant Capacity.** Capacity sections used to be in each Plan area. However, because capacity across areas is generally related and the evaluation team recommendation reports rate capacity as a separate area, this RFP creates a new area for applicant capacity that takes the capacity sections from the other three areas.
- a. Academic Plan Capacity. This section has not been substantively changed.
 - b. Organizational Plan Capacity. This section has not been substantively changed.
 - c. Financial Management Capacity. This section has not been substantively changed.

The areas that staff is still developing include:

- 1. **Process Changes.** Much of the process description, including submission instructions, needs to be revised to reflect the single-phase process. That includes the section that references amendments, as the 2015-2016 cycle does not allow for amendments. Staff is also still considering how and in what form applications should be submitted. The web-based platform will still be used, but the word and page limits will likely be adjusted.
- 2. **Document Structure.** The structure of the RFP needs to be revised to reflect the new application process as well as to accommodate the merger of the application requirements and criteria.
- 3. **Strategic Vision.** The law now requires that the RFP communicate the Commission’s “strategic vision for chartering.” For this year’s RFP, staff will draft language to address this requirement based on Commission discussions up to this point while leaving open the

possibility for the Commission to engage in a more in-depth future discussion on articulating the strategic vision.

4. **Eligibility Requirements.** The law changed so that only “applicant governing boards” may submit charter applications. Because of this, the Intent to Apply Packet and eligibility requirements need to be revised. Staff sees this as an opportunity to require applicants to establish applicant governing boards with key capacities that are needed to open and operate a high-quality charter school, including those capacities that are contemplated in law for governing boards of existing charter schools to consider.
5. **Definitions.** The RFP currently has a definitions section. However, this section is more like a glossary of terms. Staff would like to propose a few key definitions, such as a definition for “high-quality charter school,” to clarify expectations.
6. **Conversion Charter School Requirements.** There are application requirements for conversion applicants, but these requirements need to be revised to more appropriately align with the other changes made to the RFP.

Staff is not requesting any formal action from the Applications Committee but is requesting that the committee provide any substantive comments regarding form and language. Staff will continue to revise the RFP and exhibits into a final form in time for the Commission’s September 10, 2015 general business meeting.

V. RECOMMENDATION

No recommended action at this time.

Exhibit A

Section 302D-13, as amended by Act 114, Session Laws of Hawaii 2015

§302D-13 Start-up and conversion charter schools; establishment. (a) New start-up and conversion charter schools may be established pursuant to this section.

(b) Any community, department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to an authorizer to form a charter school and establish an applicant governing board. An applicant governing board may develop a charter application pursuant to this section; provided that:

(1) An applicant governing board established by a community may develop a charter application for a start-up charter school;

(2) An applicant governing board established by a department school or a school community council may develop a charter application for a conversion charter school;

(3) An applicant governing board established by a group of teachers or a group of administrators may develop a charter application for a start-up or conversion charter school; and

(4) A nonprofit organization may:

(A) Establish an applicant governing board that is separate from the nonprofit organization and develop a charter application for a start-up or conversion charter school; or

(B) Establish an applicant governing board that shall be the board of directors of the nonprofit organization and may develop a charter application for a conversion charter school; provided that any nonprofit organization that seeks to manage and operate a conversion charter school shall:

(i) Submit to the authorizer at the time of the charter application bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations;

(ii) Have experience in the management and operation of public or private schools or, to the extent necessary, agree to obtain appropriate services from another entity or entities possessing such experience; and

(iii) Not interfere in the operations of the department school to be converted until otherwise authorized by the authorizer in consultation with the department.

(c) The charter school application process and schedule shall be determined by the authorizer, and shall provide for and include, at a minimum, the following elements:

(1) The issuance and publication of a request for proposals by the authorizer on the authorizer's internet website that, at a minimum:

(A) Solicits charter applications and presents the authorizer's strategic vision for chartering;

(B) Includes or directs applicant governing boards to the performance framework developed by the authorizer in accordance with section 302D-16;

(C) Includes criteria that will guide the authorizer's decision to approve or deny a charter application;

(D) States clear, appropriately detailed questions and provides guidelines concerning the format and content essential for applicant governing boards to demonstrate the capacities necessary to establish and operate a successful charter school; and

(E) Requires charter applications to provide or describe all essential elements, as determined by the authorizer, of proposed school plans;

(2) The submission of a letter of intent to open and operate a start-up charter school or to convert a department school to a conversion charter school;

(3) The timely submission of a completed charter application to the authorizer; provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

(A) This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;

(B) The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and

(C) A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer;

(4) The timely review of the charter application by the authorizer for completeness, and notification by the authorizer to the applicant governing board that the charter application is complete;

(5) Upon receipt of a completed charter application, the review and evaluation of the charter application by qualified persons including but not limited to:

(A) An in-person interview with representatives from the applicant governing board; and

(B) An opportunity in a public forum for the public to provide input on each charter application;

(6) Following the review and evaluation of a charter application, approval or denial of the charter application by the authorizer in a meeting open to the public;

(7) A provision for a final date by which a decision to approve or deny a charter application must be made by the authorizer, upon receipt of a complete charter application; and

(8) A provision that no charter school may begin operation before obtaining authorizer approval of its charter application and charter contract and fulfilling pre-opening requirements that may be imposed by the authorizer, pursuant to section 302D-14.5.

(d) A charter application to become a start-up or conversion charter school shall meet the requirements of this subsection, section 302D-25, and any other requirements set by the authorizer. The charter application shall, at a minimum:

(1) Include plans for a charter school that are likely to satisfactorily meet the academic, financial, organizational, and operational performance indicators, measures, and metrics set forth in the authorizer's performance framework, pursuant to section 302D-16;

(2) Include plans for a charter school that is in compliance with applicable laws; and

(3) Recognizes the interests of the general public.

(e) In reviewing a charter application under this section, an authorizer shall take into consideration the constitution of the applicant governing board, terms of applicant governing board members, and the process by which applicant governing board members were selected.

(f) In reviewing charter applications under this section, an authorizer shall develop a schedule to approve or deny a charter application by the end of the calendar year prior to the opening year of the proposed charter school for purposes of meeting any deadlines to request funding from the legislature; provided that nothing in this section shall be construed as requiring an authorizer to accept and review charter applications annually.

(g) If a conflict between the provisions in this section and other provisions in this chapter occurs, this section shall control.

Exhibit B

Excerpt from the National Association of Charter School Authorizers' *Principles & Standards for Quality Charter School Authorizing*, 2012 Edition

2. Application Process and Decision Making

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.³

Standards	A Quality Authorizer ...
<i>Proposal Information, Questions, and Guidance</i>	<p>Issues a charter application information packet or request for proposals (RFP) that:</p> <ul style="list-style-type: none">- States any chartering priorities the authorizer may have established;- Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and- Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria. <p>Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.</p> <p>Encourages expansion and replication of charter schools that demonstrate success and capacity for growth.</p> <p>Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.</p> <p>Advanced Standards</p> <p>Broadly invites and solicits charter applications while publicizing the authorizer's strategic vision and chartering priorities, without restricting or refusing to review applications that propose to fulfill other goals.</p>
<i>Fair, Transparent, Quality-Focused Procedures</i>	<p>Implements a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines.</p> <p>Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.⁴</p> <p>Explains how each stage of the application process is conducted and evaluated.</p> <p>Communicates chartering opportunities, processes, approval criteria, and decisions clearly to the public.</p>

	<p>Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.</p>
<p><i>Rigorous Approval Criteria</i></p>	<p>Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully. (See NACSA resources at www.qualitycharters.org)</p> <p>Establishes distinct requirements and criteria for applicants who are existing school operators or replicators. (See Box 1)</p> <p>Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers. (See Box 2)</p> <p>Establishes distinct requirements and criteria for applicants that propose to operate virtual or online charter schools. (See NACSA resources at www.qualitycharters.org)</p>
<p><i>Rigorous Decision Making</i></p>	<p>Grants charters only to applicants that have demonstrated competence and capacity to succeed in <i>all</i> aspects of the school, consistent with the stated approval criteria.</p> <p>Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with the applicant group, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.</p> <p>Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.</p> <p>Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants.</p> <p>Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.</p>

Exhibit C

Redlined Changes from 2014 Request for Proposals to 2015-2016 Request for Proposals



State Public Charter School Commission 2015-2016 Request for Proposals

Issued: ~~October 17, 2014~~September 18, 2015

Intent to Apply Packet Due: October ~~16~~31, 2015~~4~~

~~Initial Proposals Due: December 1, 2014~~

~~Final~~ Applications Due: ~~March 6~~January 29,
2016~~5~~

For questions, please contact:

Kenyon Tam
Operations and Applications Specialist
Email: kenyon.tam@spcsc.hawaii.gov

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**STATE OF HAWAII
BOARD OF EDUCATION**
P.O. BOX 2360
HONOLULU, HAWAII 96804

Message to prospective applicants from the Hawaii State Board of Education

Comment [A1]: Needs revisions and approval from BOE chair

As the overall elementary and secondary education policy-making body for the people of the State of Hawaii, the State Board of Education is pleased to join the State Public Charter School Commission in welcoming your interest in creating a new school to join our public school ohana.

Hawaii's public education system benefits when creative, committed, and capable groups bring their talents together to offer new and unique schooling options to parents and students. Your Board of Education is working closely with the Charter School Commission to ensure that Hawaii provides an environment in which excellent charter schools can innovate and thrive in order to play a part in the progress toward which our education system is striving.

That progress has been hard won so far, and it will continue to be so. But we believe the groundwork has been laid to continue the positive trends we already are starting to see in Hawaii's public schools. In spite of many ongoing challenges, this is an exciting time to consider answering the Commission's Request for Proposals by proposing an outstanding new school to serve Hawaii's children.

We look forward to welcoming the new public schools that come of this important process.

Aloha,

/S/

Donald Horner
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

NEIL ABERCROMBIE DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

Message to prospective applicants from the State Public Charter School Commission

Comment [A2]: Needs approval from
Commission chair

On behalf of students throughout Hawaii, the State Public Charter School Commission, and its staff, thank you for your interest in applying to operate a high-performing public charter school. We understand that opening and running an exceptional school requires a tremendous amount of commitment, fortitude, and hard work.

Hawaii state law charges the Commission with the mission of authorizing high-quality public charter schools throughout Hawaii. To that end, the Commission welcomes proposals for new public charter schools that will help provide Hawaii's families with a range of high-quality and innovative educational options.

The Commission is committed to quality in every aspect of chartering, and we firmly believe that high-quality authorizing leads to high-quality schools. We want to be clear that the Commission is committed to approving only applicants that it believes convincingly demonstrate the academic, financial, and organizational capacity and vision necessary to operate high-performing schools. Our mission is too important, and the stakes for Hawaii's keiki too high, for us to provide our students and families with anything less than the very best that charter schooling has to offer Hawaii's public education system.

Reflecting the importance of this undertaking, the Commission employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact Commission staff with any questions you might have regarding the application or the application review. Please direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

We commend you in advance for your dedication to providing Hawaii's children with the first-rate education they deserve and will need in the 21st Century. We look forward to learning about your vision for the school that will do so.

Aloha,

A handwritten signature in cursive script that reads "Catherine Payne".

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

I. Introduction

In 2012, the Hawaii State Legislature passed Act 130, replacing the State's previous charter school law, Hawaii Revised Statutes ("HRS") Chapter 302B, with our new law, codified as HRS Chapter 302D. Act 130 instituted a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii's charter schools. The law created the State Public Charter School Commission ("**Commission**"), assigned it statewide chartering jurisdiction and authority, and directed it to enter into State Public Charter School Contracts ("**Charter Contract**") with every existing charter school and every newly approved charter school applicant. Applicants are expected to read the current Charter Contract template to fully understand the requirements and obligations it sets forth. The Charter Contract is separate and apart from the application. Once the approved applicant has a Charter Contract, it will not be bound to fulfill the requirements of the Charter Contract in a manner consistent with all of the details described in the application. Conversely, a new school's Charter Contract may require certain things that are not consistent with all of the details in the proposed school's application. The applicant will, however, be required to adhere to major factors, like enrollment, grades offered initially, and mission and vision, to ensure that the school that is opened is substantially consistent with the proposed school application. In part, the application is meant to demonstrate that applicants have the capacity to develop a viable plan and the capacity to implement such plan.

A. Applicant Types

HRS Chapter 302D governs the establishment and operation of public charter schools. Applicants are expected to read HRS Chapter 302D to fully understand its requirements so that the application is consistent with the law.

Pursuant to HRS Chapter 302D, two types of public charter schools may be established:

- Start-up Charter School means a new school established under HRS §302D-13.
- Conversion Charter School means:
 - (1) Any existing school operated by the Department of Education ("**DOE**") that converts to a charter school in accordance with HRS §302D-14; or
 - (2) Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with HRS §302D-14.

All applicants must complete the application. Conversion Charter School applicants must complete additional questions specific to Conversion Charter Schools.

B. Autonomy and Accountability

The key premise of charter schooling is sometimes referred to as "the Charter Bargain." In exchange for relatively more rigorous accountability, a public charter school is granted relatively greater freedom and flexibility to innovate compared to traditional public schools.

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Education Service Provider ("**ESP**") and Charter Management Organization ("**CMO**") agreements.

|

With this autonomy comes strong accountability. Charter schools are accountable for meeting academic, financial, and organizational performance standards as described in HRS Chapter 302D:

Academic Performance. Charter schools are required to adhere to state academic standards and to comply with, and be evaluated under, the State's Strive HI Performance System ("**Strive HI**") and other academic standards and targets established by the performance framework in the Charter Contract. These can include School-Specific Measures proposed by the school itself in order to reflect the school's distinct mission and philosophy. Charter schools are required to administer all student testing required by federal and state law, rules, policies, and procedures. Charter schools are also required to serve students with special needs.

Financial Performance. Charter schools must demonstrate the proper use of public funds, as evidenced by annual budgets, quarterly financial reports, annual financial statements, and independent audits.

Organizational Performance. A charter school's governing board is responsible for ensuring that the charter school complies with all applicable laws. The governing board itself is required to adhere to the laws that apply to it, particularly as outlined in HRS §302D-12.

These three areas of performance correspond to the three main sections of the application and to the three key areas of the Charter Contract, which every successful applicant will enter into with the Commission. The initial term of the Charter Contract will be five years. All charter schools, including successful applicants who open a new charter school, are evaluated annually under the three areas of performance. After the initial contract term, the Commission will review the charter school's performance and may renew the Charter Contract for a subsequent term on the basis of the charter school's performance. A charter school that is unable to demonstrate academic, financial, or organizational performance in accordance with the performance framework or is unable to comply with legal, contractual, or financial requirements may be granted a relatively shorter subsequent Charter Contract term, or, in the case of more serious performance problems, may face nonrenewal or revocation of its contract. Conversely, a charter school that is performing well in all three areas will be granted a longer contract term and have additional years before having to apply for Charter Contract renewal.

II. Eligibility and Legal Requirements

1. Applicants must represent that they meet all requirements listed in the Intent to Apply Packet by submitting a signed copy of the forms.
2. Applicants must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit an [Initial Proposal application](#) and continue with the application process.
3. Nonprofit organizations that intend to submit an application must be registered with the State of Hawaii Department of Commerce and Consumer Affairs and in good standing and recognized as a tax exempt entity under the Internal Revenue Code.
4. Applicants proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
5. No charter school may begin operations before obtaining Commission approval of its charter application and execution of a Charter Contract.

III. Application Process Overview and Timeline

This is a truncated and annotated version of the timeline table, which covers only the major milestones that affect applicants and explains the steps in the process. Dates are approximate and are subject to change.

September 11, 2015	Pre-Request for Proposals ("RFP") Orientation
September 18, 2015	Release of RFP
September 25, 2015	RFP Orientation
October 16, 2015	Deadline for prospective applicants to submit Intent to Apply Packets
October 23, 2015	Prospective applicants are notified of their eligibility to submit an application
January 29, 2016	Deadline for eligible applicants to submit applications
February 5, 2016	Applicants receive notifications of completeness
February 7, 2016	Deadline for applicants to submit missing information (if applicable)
February 8 to March 11, 2016	Application initial evaluation window
March 14-18, 2016	Evaluation Team interviews applicants
April 1, 2016	Requests for Clarification are distributed to applicants
April 15, 2016	Deadline for applicants to submit responses to Requests for Clarification
May 12, 2016	Commission holds public hearing on charter school applications
May 20, 2016	Applicants receive Recommendation Reports
June 3, 2016	Deadline for applicants to submit written responses to Recommendation Reports
June 23, 2016	Application Committee Meeting on application decisions
July 14, 2016	Commission General Business Meeting on final application decisions
July 15, 2016	Applicants are notified of the Commission's decision
July 2016 to July 2017	New charter school start-up period for approved applications
July 2017	Opening of new charter school
October 10, 2014	Pre-Request for Proposals ("RFP") Orientation
October 17, 2014	Release of RFP, which calls for applicants to submit an Initial Proposal and a Final Application

October 24, 2014	Initial Proposal Orientation
October 31, 2014	Deadline for prospective applicants to submit Intent to Apply Packets
November 7, 2014	Prospective applicants are notified of their eligibility to submit an Initial Proposal
December 1, 2014	Deadline for eligible applicants to submit Initial Proposals
December 2, 2014– January 2, 2015	Initial Proposals review window
January 15, 2015	Applications Committee Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 22, 2015	Commission General Business Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 23, 2015	Applicants receive Commission's recommendation on whether to proceed or voluntarily withdraw
January 28, 2015	Deadline for applicants to submit intentions to proceed
February 6, 2015	Final Application Orientation
March 6, 2015	Deadline for proceeding applicants to submit Initial Proposal Amendment and Final Applications
March 13, 2015	Applicants receive Notifications of Completeness
March 15, 2015	Deadline for applicants to submit missing information (if applicable)
March 16 to April 17, 2015	Final Application evaluation window
April 27-30, 2015	Evaluation Team interviews applicants
May 15, 2015	Requests for Clarification are distributed to applicants
May 29, 2015	Deadline for applicants to submit Clarification Packets
June 10, 2015	Commission holds public hearing on charter school applications
June 19, 2015	Applicants receive Final Application Recommendation Reports
July 3, 2015	Deadline for applicants to submit written responses to Final Application Recommendation Reports
July 23, 2015	Application Committee Meeting on Final Application decisions

August 13, 2015	Commission General Business Meeting on Final Application decisions
August 14, 2015	Applicants are notified of the Commission's decision
August 2015 to July 2016	New charter school start-up period for approved applications
July 2016	Opening of new charter school

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IV. Application Guidelines

The Commission is pleased to invite proposals for new high-quality public charter schools. Prior to developing your application, please be sure to read this entire document.

A. Components of the Application

Note: All information that an applicant plans to submit must be contained within the Components of the Application, as described below. Applicants will be permitted to make minor amendments to applications at specific points in the application process, as explained in [Section IV.G](#).

Public hearing testimony on the application, DOE comments, and the Applicant's Response (as defined in [Section IV.J](#)) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in [Section IV.F](#). How all of these components fit into the Commission's Evaluation Process is set forth in [Figure 1](#). The following are the Components of the Application:

1. **[Intent to Apply Packet](#)**. All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within five business days. Applicants deemed ineligible will not be permitted to submit an Initial Proposal or continue with the application process.
2. **[Initial Proposal](#)**. The Initial Proposal is the first phase of the formal application to the Commission and is a comprehensive description of the proposed school's academic plan, with some initial supporting information on the organizational and financial plans.
3. **[Final Application](#)**. The Final Application is part of the second phase of the formal application to the Commission and is a comprehensive description of the proposed school's organizational and financial plans, which build upon the academic plan submitted in the Initial Proposal. The Initial Proposal is considered part of and is holistically evaluated with the Final Application during the second phase.
4. **[Attachments](#)**. Throughout the Initial Proposal and Final Application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines.
5. **[Interview](#)**. Applicants will demonstrate their ability to open and maintain a high-quality charter school and to answer specific questions about their Final Application.
6. **[Request for Clarification](#)**. Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
7. **[Other Information](#)**. These may include reports, documentation, or other data relating to information contained in the Components of the Application.

Comment [A4]: Needs to be revised to reflect new process

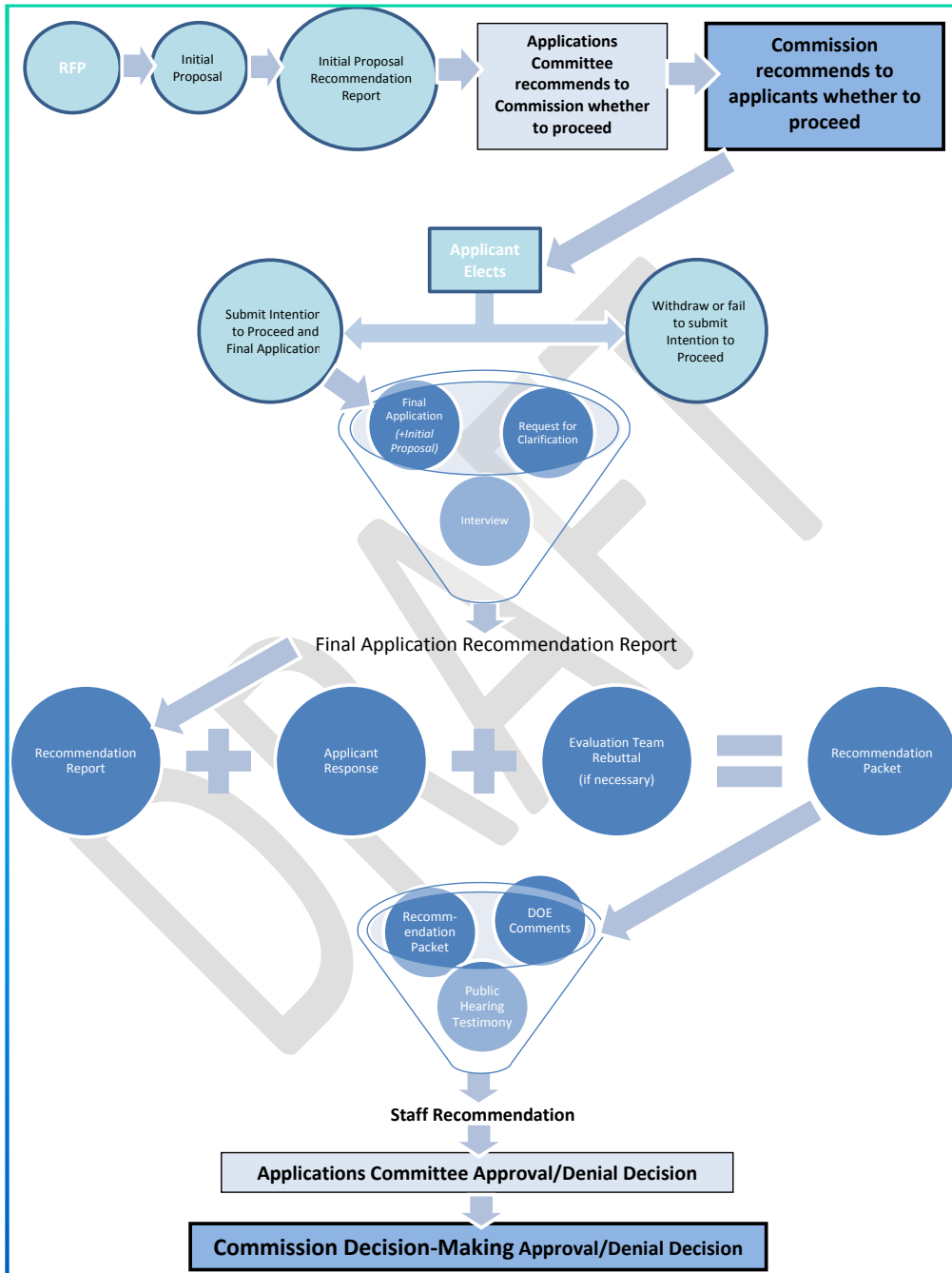


Figure 1: Commission's Evaluation Process

Comment [A5]: Needs to be revised to reflect new process

B. Specifications

The Intent to Apply Packet, Initial Proposal, and Final Application are all web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same. Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application should be a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator. Applications that are not clear and concise or are not easily discernible risk denial.

Comment [A6]: Needs to be revised to reflect new process

1. **Do not delete or modify questions, tables, or sections (including changing font sizes) in the templates provided unless specifically instructed in this document.**
2. Follow the word limits for each narrative response and page limits for each attachment. The web-based application management system will not allow you to exceed word limits in the narrative response. Pages in excess of the page limit for any attachment will be redacted and will not be reviewed by the Evaluation Team.
3. Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in [Section IV.G](#).
4. The web-based application management system will not accept incomplete submissions. Staff will conduct an additional review of all written elements of the Final Application for completeness before they are accepted and distributed to the Evaluation Team. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.
5. All attachments must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.
6. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
7. If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.
8. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
9. Complete all sheets in the Financial Plan Workbook.
10. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

Exhibit 1: Enrollment Plan

- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

11. The following is a list of attachments to accompany the Initial Proposal or Final Application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure it submits all required and relevant attachments. The items in bold print have a Commission template or form that applicants **must** use. The section of the application where the attachment is described is in parentheses. All required attachments should be clearly labeled.

- Attachment A.** **Enrollment Plan** ([Section II.B.1](#))
- Attachment B.** Description, citations, or copies of data sources justifying Enrollment Plan ([Section II.B.3](#))
- Attachment C.** Listing of DOE complex areas and public and private schools ([Section III.B.3](#))
- Attachment D.** Quantifiable goals ([Section III.B.2](#))
- Attachment E.** Assessment plan ([Section III.B.3](#))
- Attachment F.** Course scope and sequence and curriculum map and/or pacing plan ([Section III.B.5](#))
- Attachment G.** Curriculum development plan ([Section III.B.6.b](#))
- Attachment H.** First year school calendar ([Section III.C.1](#))
- Attachment I.** Daily and weekly schedule ([Section III.C.3](#))
- Attachment J.** **Staffing Chart Template** ([Section III.C.4](#))
- Attachment K.** Student's typical school day ([Section III.D.9](#))
- Attachment L.** Teacher's typical school day ([Section III.D.10](#))
- Attachment M.** Evidence of support from planning partners ([Section III.G.4](#))
- Attachment N.** Evidence of support from essential implementation partners ([Section III.G.5](#))
- Attachment O.** School director's resume ([Section III.G.6.a](#))
- Attachment P.** School director's job description or qualifications ([Section III.G.6.b](#))
- Attachment Q.** School leadership and management team's resumes ([Section III.G.7.a](#))
- Attachment R.** School leadership and management team's job descriptions or qualifications ([Section III.G.7.b](#))
- Attachment S.** Certification and supporting documentation for conversion application approval ([Section III.H.1.a](#))
- Attachment T.** Additional evidence of support of or opposition to conversion ([Section III.H.1.c](#))
- Attachment U.** Governing board bylaws and governing policies ([Section VI.A.1](#))
- Attachment V.** **Statement of Assurances** ([Section VI.A.1](#))
- Attachment W.** School governance, management, and staffing organizational charts ([Section VI.A.3](#))
- Attachment X.** **Board Member Information Forms** for each member ([Section VI.A.5](#))

- Attachment Y.** Governing board’s Code of Ethics and Conflict of Interest policies ([Section VI.A.8](#))
- Attachment Z.** Advisory body member’s resume and professional biography ([Section VI.A.10](#))
- Attachment AA.** Complaints Procedures ([Section VI.B](#))
- Attachment BB.** Leadership evaluation tool ([Section VI.C.4](#))
- Attachment CC.** Teacher evaluation tool ([Section VI.C.5](#))
- Attachment DD.** Employee manual or personnel policies ([Section VI.C.8](#))
- Attachment EE.** **School-Specific Measures Template** ([Section VI.E.5](#))
- Attachment FF.** Proof specific facility secured ([Section VI.F.2.a](#))
- Attachment GG.** Start-up plan ([Section VI.G.1](#))
- Attachment HH.** Admission and enrollment policy ([Section VI.I.3](#))
- Attachment II.** Evidence of community partner support ([Section VI.J.4](#))
- Attachment JJ.** Service Provider agreement evidence ([Section VI.M.3.e](#))
- Attachment KK.** Management agreement with Service Provider ([Section VI.M.4.g](#))
- Attachment LL.** Nonprofit organization’s bylaws or policies (business and conflict of interest) ([Section VI.N.3.c](#))
- Attachment MM.** **Financial Plan Workbook** ([Section VII.A.5](#))
- Attachment NN.** Budget Narrative ([Section VII.A.6](#))
- Attachment OO.** Evidence of commitment for funds ([Section VII.A.6.a](#))

C. Submission Instructions

Narrative responses may be drafted using any word processing application and copied and pasted into the web-based forms; but be sure to limit your narrative response to the specified word limits. Web-based forms may be saved and do not need to be completed in one session. **If you do not receive a confirmation email when attempting to submit a form, your form may not have been submitted.** You may contact the web-based application system provider, FluidReview, for technical support with the system at tech@fluidreview.com, during the hours of 8 a.m. – 8 p.m., Eastern Standard Time, on weekdays and 10 a.m. – 6 p.m., Eastern Standard Time, on weekends. Applicants can expect a response from FluidReview technical support within 24 hours.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant group needs to register and log into the Commission’s FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, Initial Proposal, Final Application, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission’s FluidReview site by 12:00 p.m., Hawaii Standard Time, on October 31, 2014.
3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the Initial Proposal.

Comment [A7]: Needs revisions

4. Ensure all required fields within the Initial Proposal are completed and all required attachments are uploaded, and submit the Initial Proposal through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on December 1, 2014. **Once the Initial Proposal is submitted, no changes may be made to the submittal.**
5. If the applicant elects to proceed with the application process after receiving its Initial Proposal Recommendation Report, the applicant must indicate its intentions to proceed by 12:00 p.m., Hawaii Standard Time, on January 28, 2015. A proceeding applicant will be given access to complete the Final Application through FluidReview.
6. Ensure all required fields within the Final Application are completed and all required attachments are uploaded, and submit the Final Application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on March 6, 2015. **Once the Final Application is submitted, no changes may be made to the submittal.**
7. All attachments must be submitted through the Commission's FluidReview site, as specified.
8. The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant's application may be deemed ineligible for further consideration, and the application may be denied. If the Commission determines that any individual associated with any applicant has violated any of these requirements, the associated applicant's application may be deemed ineligible for further consideration, and the application may be denied.

E. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.¹ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity.

¹ Definition adapted from the University of Southern Mississippi's Academic Integrity Policy and quoted in the Mississippi Charter School Authorizer Board's ("MCSAB") Fall 2014 Request for Proposals.

The Commission considers plagiarism, including the copying of language from any other charter application without proper attribution and citation, as grounds for denial.

The Commission is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, project-based learning, blended learning) with fidelity, key concepts must be discussed. However, a high-quality applicant group with the capacity to operate a high-quality school should be able to explain thoughtfully in their own words how they intend to educate children. The Commission also understands that CMOs or ESPs may use their own intellectual property, which is appropriate and acceptable.²

F. Application Evaluation Process

Note: *The Commission shall disregard any new information, as described in [Section IV.G](#).*

Each Initial Proposal will be evaluated by the Commission's academic performance staff. The Commission's academic performance staff will issue a recommendation report for each Initial Proposal. The Initial Proposal Recommendation Report will be based on the results of the academic performance staff's evaluation and will recommend that the applicant either proceed in the application process or withdraw. The Initial Proposal Recommendation Report is intended to provide applicants with a preliminary evaluation of the academic plan and to serve as an indicator of whether the academic plan is strong enough to likely make it through a full evaluation of the complete application.

The Commission's Applications Committee will consider the Initial Proposal Recommendation Report and make its own recommendation to the full Commission. At its General Business Meeting, the Commission will consider the Initial Proposal Recommendation Report and the recommendation of the Commission's Application Committee and will decide whether to recommend that the applicant submit a Final Application. Applicants will be afforded this earlier indication of the application's potential so that they can make an informed decision whether to invest additional time, effort, and resources in the current years' application cycle.

Regardless of the recommendation from the Commission, the applicant will elect whether to proceed to submitting a Final Application. Because only minor amendments can be made to the Initial Proposal and a high-quality academic plan is central to a good application, applicants that do not receive favorable Initial Proposal recommendations are encouraged to voluntarily withdraw from the current application cycle. Conversely, however, Initial Proposals that receive recommendations to proceed are in no way guaranteed to meet the more rigorous standards used during the Final Application evaluation.

Each complete application (which includes all Components of the Application, as described in [Section IV.A](#)) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

Comment [A8]: Needs to be revised to reflect new process

² Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

The Evaluation Team and the Commission serve different roles in the charter evaluation process:

- The Evaluation Team evaluates each application on its own merits against the published evaluation criteria and develops recommendations to the Commission based on written application materials and interviews. In developing its recommendations, the Evaluation Team considers only the Components of the Application listed in Section IV.A. The Evaluation Team may also use the Initial Proposal Recommendation Report to inform its evaluation.
- While the duty of the Evaluation Team is to recommend approval or denial of each application based on its merits, the responsibility of the Commission is to decide whether to approve or deny each application.

The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its Final Application Recommendation Report. Applicants will have the opportunity to submit written responses to the Final Application Recommendation Report ("**Applicant Response**"), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response ("**Evaluation Team Rebuttal**"). Commission staff will consider the Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, "**Recommendation Packet**"), along with the public hearing testimony, DOE comments, and any other relevant information in drafting a staff recommendation, which will be distributed to the Commission with the Recommendation Packet.

The Commission's Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the staff recommendation, Recommendation Packet, public hearing testimony, DOE comments, any other relevant information, and the recommendations of the Commission's Application Committee and decide whether to approve or deny each application.

G. New Information and Minor Amendments

HRS Chapter 302D prohibits the Commission from providing technical support to charter applicants. As such, the application process is not intended to help applicants refine and finalize their applications. Applicants must be able to acquire the necessary expertise, competency, and capacity needed to develop a high-quality application on their own, and the information contained within the Initial Proposal, Final Application, and attachments should be a complete and accurate depiction of the proposed plan. However, the Evaluation Team may consider additional information and amendments made to the application through the Initial Proposal Amendment and Request for Clarification, provided that the Evaluation Team determines that the applicant has provided enough information to fully describe the amendment and the amendment's impact on the entire application and such amendments do not significantly alter the proposed plan. Limited space is allowed for amendments, so applicants should limit any changes to minor amendments. If an applicant submits a major amendment, the applicant will have difficulty fully explaining the amendment and its impacts on all parts of the application to the Evaluation Team's satisfaction within the space provided. Generally, a minor amendment will not:

1. Raise any new issues or material considerations that have not been previously considered;
2. Alter the fundamental nature of the proposed school;
3. Create conflicts or inconsistencies with other parts of the application that cannot be addressed within the space provided; or
4. Significantly impact one or more material areas of the application.

Comment [A9]: Needs to be revised to reflect new process

Changes to the grades offered, geographic location, student population, mission and vision, and instructional model will be considered major amendments. Examples of changes in instructional model would be a change from a brick-and-mortar school to a virtual learning school, a traditional school to one with a cultural focus, or a blended learning model to a project-based model.

Upon the issuance of the Final Application Recommendation Report, the applicant may not change any information provided in the Components of the Application (either through the Applicant Response, public testimony, or other means), as the Evaluation Team would not have had an opportunity to holistically evaluate such changes. Therefore, the Commission shall disregard any new information that was not available to the Evaluation Team prior to the issuance of the Final Application Recommendation Report. "New information" means any information that substantially differs from what is provided in the Components of the Application and is revisionary in nature, versus information that simply clarifies factual inaccuracies or misunderstandings represented in the Final Application Recommendation Report. Removal or addition of significant elements of curriculum that substantially change the academic plan, submittal of a substantially revised policy, or changing the geographic location or grades served are all examples of new information that the Commission will not consider in making its decision. Commission staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or different.

H. Evaluation Criteria Overview

The Initial Proposal Evaluation Criteria are the essential tools used by academic performance staff evaluators to determine whether an Initial Proposal meets the minimum quality threshold. During the Initial Proposal review, evaluators only identify responses that do not meet the minimum threshold and are subsequently deemed Substantially Inadequate. A response is Substantially Inadequate if it:

1. Fails to address the RFP requirements or criteria for approval;
2. Presents unreasonable plans or ideas;
3. Lacks essential information; or
4. Raises significant concerns about the applicant's capacity.

If an Initial Proposal does not receive a Substantially Inadequate rating, the academic performance staff evaluators will recommend to the Commission, who will then make a recommendation to the applicant, that the applicant proceed to completing and submitting a Final Application.

The Final Application Evaluation Criteria are the essential tools for the Evaluation Team, used in both their individual and team assessments of each Final Application. The Evaluation Team presents both ratings on a scale and narrative analysis of each section of the Final Application (including the Initial Proposal) as compared to the Final Application Evaluation Criteria. Throughout the Final Application evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section and subsection, specific criteria define the expectations for a response that "Meets the Standard." In addition to meeting the criteria that are specific to that section, each part of the Final Application should align with the other sections of the application. In general, the following definitions guide evaluator ratings:

Comment [A10]: Needs to be revised to reflect new process and form

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity and must meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, and Financial Plan).

The complete evaluation criteria are included within a separate document called the State Public Charter School Commission 2014 Evaluation Criteria.

I. Public Documents Notification

All information submitted to the Commission is public and subject to HRS Chapter 92F, also known as the Uniform Information Practices Act ("UIPA"), and is a public record. Information that is submitted to the Commission may be redacted from public record in accordance with exemptions provided under UIPA, provided that the applicant specifically identifies the information it believes should be redacted and provides an explanation justifying each redaction.

J. Definitions

The following words and terms are used in the RFP as defined below:

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in <u>Section III of the Initial Proposal</u> .
Applicant Response	The applicant's written response to the Evaluation Team Final Application Recommendation Report.
Blended Learning Program	A program that combines an online learning model with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model.

Comment [A11]: Needs revisions. Split into "Definitions" and "Glossary of Terms."

Board Member Information Sheet	The form attached as Exhibit 4 .
BOE	The Hawaii State Board of Education.
Charter Contract	The State Public Charter School Contract between the Commission and a charter school.
CIPA	Children’s Internet Protection Act.
CMO	Charter Management Organization, specifically an organization that has started and/or provides administrative support to a group of schools that may have a shared vision and mission.
COPPA	Children’s Online Privacy Protection Act.
Commission	The Hawaii State Public Charter School Commission.
Components of the Application	The elements listed in Section IV.A .
Conversion Charter School	A Conversion Charter School as such term is defined by HRS §§302D-1 and -14.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
Enrollment Plan	The form attached as Exhibit 1 .
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization that provides educational design, implementation, or comprehensive management services.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team’s rebuttal to the Applicant Response to the Evaluation Team Final Application Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Final Application	An applicant’s formal application to the Commission. The Final Application focuses on the proposed school’s organizational and financial plans but also incorporates the academic plan submitted in the Initial Proposal together with any amendments.
Final Application Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Components of the Application on its own merits against the published evaluation criteria.
Financial Plan	The financial plan described in Section VII of the Final Application .
Financial Plan Workbook	The form attached as Exhibit 6 .
FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
HRS	Hawaii Revised Statutes.

IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
Initial Proposal	An applicant's first substantive, formal submittal to the Commission, focusing on the proposed school's academic plan.
Initial Proposal Amendment	An applicant's formal amendment to its Initial Proposal.
Initial Proposal Recommendation Report	A report generated by Commission academic performance staff recommending to the Commission either that it recommend that the applicant proceed to submitting a Final Application or that it voluntarily withdraw from the application cycle.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, July 1, 2013 – June 30, 2017, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Online Learning	A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum. ³
Organizational Plan	The organizational plan described in Section VI of the Final Application .
Recommendation Packet	A packet containing the Evaluation Team Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Final Application and interviewing the applicant.
School-Specific Measures Template	The form attached as Exhibit 5 .
Service Provider	The term used to collectively refer to ESPs and CMOs.
Staffing Chart Template	The form attached as Exhibit 2 .
Start-up Charter School	A new school established under HRS §302D-13.
Statement of Assurances Form	The form attached as Exhibit 3 .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
Virtual Learning Program	A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.

³ Definition used by the International Association for K-12 Online Learning.

DRAFT



State Public Charter School Commission 20154 Intent to Apply Packet

DRAFT

INTENT TO APPLY PACKET

Comment [A12]: Needs revisions reflecting new law and eligibility requirements

I. Cover Sheet

Proposed School	
Name:	
Primary Contact Information	
Name:	
Mailing Address:	
Phone:	
Email:	

Type of charter school (select one)

<input type="checkbox"/>	1. Start-up charter school, as defined in HRS Chapter 302D
<input type="checkbox"/>	2. Conversion charter school, as defined in HRS Chapter 302D Name of DOE school to be converted: _____

Type of applicant group (select one)

<input type="checkbox"/>	1. Community group
<input type="checkbox"/>	2. Group of teachers
<input type="checkbox"/>	3. Group of teachers and administrators
<input type="checkbox"/>	4. DOE school (conversion charter school applications only)
<input type="checkbox"/>	5. School community council (conversion charter school applications only)
<input type="checkbox"/>	6. Nonprofit organization (components 3-6 of the Intent to Apply Packet listed below are required) Name of nonprofit organization: _____

The components of the Intent to Apply Packet are as follows:

<input type="checkbox"/>	1. Completed 2014 Intent to Apply Packet Cover Sheet
<input type="checkbox"/>	2. Completed and executed Intent to Apply School Summary form
<input type="checkbox"/>	3. Proof of nonprofit registration with the Hawaii Department of Commerce and Consumer Affairs and a Certificate of Good Standing (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	4. Copy of the Articles of Incorporation for the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	5. Copy of IRS tax-exempt certification - OR - acknowledgement letter from the IRS regarding the tax status of the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	6. A resolution from the nonprofit's board approving the execution of the Intent to Apply (applicable only if applicant group type is nonprofit organization)

II. Intent to Apply School Summary

Describe the applicant and the nature of the plan to be presented in this application. This information will be used to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.

Proposed School			
Name:			
Opening Year:			
Geographic Location:			
Location(s) of Anticipated Student Population:			
Grades Served Year 1:			
Grades Served at Capacity:			
School Director			
Name (if identified):			
Current job/position:			
Applicant Group Members			
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Anticipated Student Population			
Describe the student population you anticipate serving.		%FRL:	% SpEd:
Other:		% ELL:	
Proposed School Description			
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):	<input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Blended Learning <input type="checkbox"/> Other (specify):	
	In 100 words or less, describe the mission and vision of your proposed school		

School Enrollment Projection

Academic Year	Projected # of Students	Grade Levels Served
Year 1 (specify)		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity (specify year): _____		

Do any of the following describe your applicant group or any of the school(s) proposed in this application?

- ☐ Will contract or partner with an Education Service Provider, Charter Management Organization, or other organization to provide school management services.
- ☐ Already operates schools in Hawaii.
- ☐ Already operates schools elsewhere in the United States.

If any of the boxes above are checked, fill out the table below.

Partner Information (if applicable)	
Education Service Provider or Charter Management Organization (includes existing charter school operators)	Name: Primary Contact: Mailing Address: Phone: Email:

Does this applicant group or any members of the applicant group have charter school applications under consideration by any other authorizer(s) in the US? ☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group or any members of the applicant group have any new schools scheduled to open in the U.S. in the next five years? ☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Grades Served	Opening Date

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the

|

application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature of Application Primary Contact

Date

Title

DRAFT



State Public Charter School Commission 2014 Initial Proposal

Comment [A13]: Needs revision

DRAFT

INITIAL PROPOSAL

I. Identifying Information

The following questions are intended to identify whether certain questions within the Initial Proposal need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

☐ Yes ☐ No

If the answer is to question 1 "Yes," the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

☐ Yes ☐ No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

☐ Yes ☐ No

4. Does the proposed school use online learning in any way, either during or after the school day?

☐ Yes ☐ No

If the answer is "Yes" to either questions 2, 3 or 4, the applicant must answer all questions relating to virtual and blended learning programs.

II. School Overview

Comment [A14]: Revisions needed. May need to separate overview to make it clear it is not part of the evaluation criteria. Perhaps make it part of an informational introduction that includes some information from Intent to Apply. Include identifying information.

The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. **Mission.** A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.

(II.A.1 – 100 word limit)
2. **Vision.** The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

(II.A.2 – 200 word limit)
3. **Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

(II.A.3 – 200 word limit)
4. **Anticipated Student Population.** Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

(II.A.4 – 300 word limit)
5. **Community Engagement.** Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

(II.A.5 – 300 word limit)

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

(II.A.6 – 500 word limit)

7. Reason for Conversion (Conversion applicants only). Explain the rationale for applying to convert to a charter school.
- How will the charter school model lead to improved academic outcomes and non-academic operations?
 - Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

(II.A.7 – 500 word limit)

8. Conversion Transition (Conversion applicants only). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

(II.A.8 – 500 word limit)

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in Figure 2 below.

(II.B.1 – word limit not applicable; attachment only)

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

(II.B.2 – 500 word limit)

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (20 page limit)**.

(II.B.3 – 500 word limit)

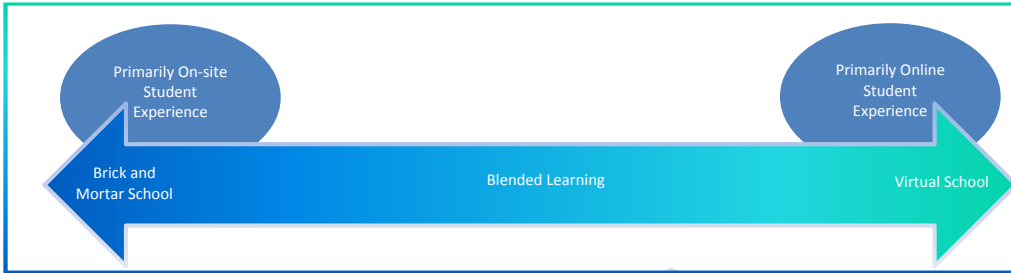


Figure 2: Virtual and Blended Learning Continuum

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III. Academic Plan ~~Design & Capacity~~

A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy, and Student Population

This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

1. Academic Plan Overview. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any virtual or blended learning programs, as defined in Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.
(III.A.1 – 500 word limit)
2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.
(III.A.2 – 500 word limit)
3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

(III.A.3 – 500 word limit)

~~C.B.~~ Third-Party Education Service Providers and Charter Management Organizations

NOTE: This section is required of any applicant intending to contract with an ESP or CMO. An ESP or CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board. ESPs and CMOs will be collectively referred to as "Service Providers." If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.

1. Service Provider Selection and Track Record

An application that meets the standard for approval will have the following elements:

- a. Explain A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

(VI.L.1.a – 250 word limit)

- b. A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

(VI.L.1.b – 250 word limit)

- ~~c. Summarize the findings of reference checks conducted by the applicant (regarding the third-party Service Provider), identifying each reference.~~

(VI.L.1.c – 250 word limit)

2. Service Provider's Track Record

- c. If the Service Provider is providing academic services, evidence demonstrating academic success, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to high-quality charter schools, as defined in this RFP. Explain the Service Provider's success in serving student populations similar to the anticipated population of the proposed school. Describe the Service Provider's demonstrated academic track record as well as successful management of non-academic school functions (for example, back-office services, school operations, extracurricular programs). Provide specific evidence that demonstrates the Service Provider's success in serving the aforementioned student populations and successful management of non-academic functions. Provide, as Attachment , academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:

- i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students (i.e., low-income students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students) served by the charter school;

i.

ii. Either—

1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and

- iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state.

(VI.L.2.a – 500 word limit)

- d. A list and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance.

(VI.L.2.b – 250 word limit)

3.2. Legal Relationships

An application that meets the standard for approval will have the following elements:

- a. Describe evidence that the proposed school governing board is independent from the Service Provider and is self-governing, including evidence of independent legal representation and arm's length negotiating.

(VI.L.3.a – 500 word limit)

- b. Explain Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

(VI.L.3.b – 250 word limit)

- c. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, and identify a description of the nature of those entities' business activities, Explain an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

(VI.L.3.c – 250 word limit)

- d. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to collective bargaining agreements and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities. The description must Explain the supervisory responsibilities of the Service Provider, if any, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.

(VI.L.3.d – 250 word limit)

- e. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service

Provider, provide draft facility or financing agreements, or other evidence, provided as Attachment JJ (no page limit), that:

- i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and-
- ii. Ensure ~~any~~ agreements must be consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

(VI.L.3.e – 250 word limit)

- e. Describe ~~A description of~~ any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including ~~an a~~ legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

(VI.L.3.f – 250 word limit)

- ~~f. If the proposed school's nonprofit intends to execute promissory notes or other negotiable instruments in favor of the Service Provider, describe how such agreements are separately documented and not a part of or incorporated in the proposed school's management contract. Describe any loans made between the Service Provider and the proposed school's nonprofit, and include an explanation of how any such loans may be initiated, repaid, and refused by the nonprofit.~~

(VI.L.3.g – 250 word limit)

4.3. Service Provider's Organizational Structure

An application that meets the standard for approval will have the following elements:

- a. Summarize the terms of the proposed management agreement. A draft management agreement, provided as Attachment KK (no page limit), that includes:
 - i. The duration of the management agreement;
 - ii. Clear roles and responsibilities of the parties;
 - iii. A clear and well-defined scope of services and costs of all resources;
 - iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
 - v. Reasonable conflict of interest provisions that adhere to state law;
 - vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
 - vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may

terminate the management agreement for cause as well as the grounds for termination without cause; and

viii. Reasonable indemnification provisions in the event of default or breach by either party.

~~What is the duration of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed. On what grounds may the Service Provider or the proposed school terminate the management agreement for cause and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as **Attachment KK (no page limit)**, a draft of the proposed management agreement with the Service Provider.~~

(VI.L.4.g – 500 word limit)

~~a-b.~~ Provide a detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.

(VI.L.4.a – 500 word limit)

~~b.~~ Provide a list of current and past clients and track record of the service provided to each client. If the Service Provider has a large number of clients, provide a list of current and past clients and track record for ten of the most similar clients.

(VI.L.4.b – 500 word limit)

~~c.~~ Explain the scope of services and costs of all resources to be provided by the Service Provider.

(VI.L.4.c – 250 word limit)

~~d.~~ Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the Service Provider.

(VI.L.4.d – 250 word limit)

c. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

(VI.L.4.a – 500 word limit)

~~e-d.~~ Discuss an effective and comprehensive oversight and evaluation methods plan that the proposed school governing board will use to oversee the Service Provider. What are the oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the methods the proposed school governing board will use to

review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations? Will, an explanation whether there will be an external evaluator to assess the Service Provider's performance? What are, and the conditions, standards, and procedures for the proposed school governing board intervention, if the management organization Service Provider's performance is deemed unsatisfactory?

(VI.L.4.e – 500 word limit)

~~f.e.~~ Describe A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What the types of spending decisions can the management organization Service Provider can make without obtaining board approval? What the reports must the Service Provider must submit to the proposed school governing board on financial performance and on what the schedule for reporting? and How will the proposed school governing board will provide financial oversight?

(VI.L.4.f – 500 word limit)

~~g.f.~~ Summarize the terms of the proposed management agreement. What is the duration of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed. On what grounds may the Service Provider or the proposed school terminate the management agreement for cause and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as Attachment K1 (no page limit), a draft of the proposed management agreement with the Service Provider.

(VI.L.4.g – 500 word limit)

~~h.g.~~ Explain the A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

(VI.L.4.h – 500 word limit)

D.C. Curriculum and Instructional Design

The components of this section should culminate in a comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards.

An application that meets the standard for approval will have the following elements:

1. A description of course outcomes for each course/grade level. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans to adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and grade levels). Describe the adoption or development process that has taken place or will take place for these additional academic standards. Briefly describe the source of the additional standards

Comment [A15]: Each of these components needs to be beefed up to allow evaluators to make value judgements.

and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.

(III.B.1 – 1,500 word limit)

2. A description of the rigorous academic standards that will be used at the proposed school, including a clear description of the adoption process, and a reasonable rationale for their conclusion. The description must include a map or list of the standards that will be addressed in each course and at each grade level.Goals and Metrics. Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as **Attachment D (8 page limit)**, a table that details the school's goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

(III.B.2 – 500 word limit)

3. A description that demonstrates how the academic standards are aligned from grade level to grade level.Assessment Plan. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as **Attachment E (no page limit)**, a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).

(III.B.3 – 1,500 word limit)

4. A description of curriculum materials, if selected, or a timeline of how the materials will be selected and a description of who will be involved in the selection process.Data Driven Programs and Instruction. Describe how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

(III.B.4 – 1,000 word limit)

5. A description of clear academic and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving those goals. The description must include the plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. The description must also clearly explain the rationale for selecting and developing each of the identified assessments; include a clear description of each assessments'

purpose, design, and format; and adequately demonstrate the validity and reliability of any non-standardized assessments. Course Scope and Sequence. Include, as **Attachment F (15-page limit)**, a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.

(III.B.5 – word limit not applicable; attachment only)

- 6. Curriculum.** Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.

- a.** If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.

(III.B.6.a – 1,500 word limit)

OR

- b.** If the curriculum is not already developed, provide, as **Attachment G (5-page limit)**, the curriculum development plan to develop curricula for the proposed school prior to school opening, including identification of individuals responsible and the timeline for development and completion. Indicate how this timeline aligns with teacher hiring and professional development calendars

(III.B.6.b – 500 word limit)

- 6.** A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping student meet their identified goals and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.
- 7.** A clear description of interventions and modifications that will be made to instructional strategies if students are not meeting targets. Instructional Strategies. Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, include a description of how the

proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

(III.B.7 – 2,000 word limit)

8. **Graduation Requirements.** ~~High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.~~

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. ~~Describe A description of~~ the course and credit requirements for graduation. ~~Include, including~~ a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, ~~explain an explanation of~~ how they will differ (including exceeding BOE graduation requirements), ~~including and~~ the reason and justification for the differences.

(III.B.8.a-b – 1,000 word limit)

9. **Virtual and Blended Learning.** If the proposed school's plan contains a Virtual or Blended Learning Program, as defined in the RFP, ~~the following questions must be answered:~~

- a. ~~Provide an A clear~~ overview of any virtual or blended learning program, ~~including:-~~
 - i. ~~Describe A description of~~ the level of instruction that uses Online Learning methods (e.g., unit/lesson, single course, entire curriculum);:-
 - ii. ~~Describe A description of~~ the general organization of the Online Learning schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit);:-
 - iii. For Blended Learning Programs, ~~identify an explanation of~~ whether the program enhances or transforms classroom instruction or does both;:-
 - iv. ~~Describe A description of~~ the teacher's role (e.g., teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (e.g., teacher driven learning, teacher guided learning, independent learning), and the parent's role (e.g., are not support required, parent support recommended, no parent involvement) in any Online Learning program;:-
 - v. ~~Describe A description of~~ the degree of support provided to students using any Online Learning program (e.g., little or no support, school based mentoring support, school or home mentoring support);:- ~~and~~
 - vi. ~~Describe A description of~~ the student to teacher ratio in the Online Learning program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

(III.B.9.a.i-vi – 1,000 word limit)

- b. ~~Provide a~~ video demonstration, as a URL to a browser-viewable video (like YouTube), of the proposed Virtual or Blended Learning Program curriculum. ~~The demonstration should that~~ adequately portrays ~~what the~~ students and teachers ~~would~~ experience with the Online Learning curriculum, including both the student and teacher user interfaces.

(III.B.9.b – word limit not applicable; URL only)

- c. For Blended Learning Programs, ~~describe a description of~~ how classroom instruction will work with the Online Learning components to result in a coherent instructional program.

(III.B.9.c – 500 word limit)

- d. ~~How~~ ~~An explanation of how will~~ the proposed school ~~will~~ define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion. ~~?~~

(III.B.9.d – 500 word limit)

- e. ~~Describe~~ ~~A description of~~ how the proposed school's online attendance policy adheres to state and federal reporting requirements.

(III.B.9.e – 250 word limit)

- f. ~~Describe~~ ~~A description of~~ how federally-mandated state assessments will be administered and proctored.

(III.B.9.f – 250 word limit)

- g. ~~Describe~~ ~~A the proposed school's reasonable~~ plan to uphold the academic integrity of the Virtual or Blended Learning Program. ~~Describe that describes~~ the systems and procedures for validating the authenticity of student work.

(III.B.9.g – 500 word limit)

- h. ~~How~~ ~~An explanation of how will~~ the proposed school ~~will~~ ensure student safety, both technologically and educationally, with consideration for compliance with applicable federal privacy laws (FERPA, CIPPA, and COPPA). ~~?~~

(III.B.9.h – 500 word limit)

- i. ~~How~~ ~~An explanation of how does~~ the proposed model ensures ~~that there are minimal interruptions to learning, should technological challenges arise,~~ including a description of? ~~Describe~~ the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

(III.B.9.i – 500 word limit)

- j. ~~What are~~ ~~A description of~~ the platform dependencies for the proposed curricular materials and instructional strategies? ~~How and an explanation of how does~~ the proposed technology selection supports ~~those dependencies.~~ ~~?~~ (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

(III.B.9.j – 250 word limit)

E.D. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office ("DES") in the proposed school's geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program ("IEP") receives all special education supports identified in the student's IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education ("FAPE") can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

An application that meets the standard for approval will have the following elements:

1. Outline An outline of the overall plan to serve students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. ‡The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a–h. Describe, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.
- 1.2. For each of these types the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for describe the following:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. How ~~‡~~the curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for identifying appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

- e. ~~Plans for m~~Monitoring, assessing, and evaluating the progress and success of students with special needs. ~~For students with special education needs, the, including plans should for~~ ensuring each student with special education needs the attainment of each student's IEP goals. ~~For ELL students, plans should include how to and for~~ exiting ELL students from ELL services;
- f. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school's plan contains a virtual or blended learning program, ~~include a clear~~ description of how ~~this program~~the virtual component addresses students with special needs. ~~This, which~~ may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

(III.F.1.a-h – 2,000 word limit)

- ~~2. Identify any other special needs populations and at-risk groups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a-h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.~~

(III.F.2 – 500 word limit)

- 3. ~~Illustrate~~ A clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. ~~Describe and a clear description of the~~ supports in place, as well as ~~and~~ instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards ~~over time.~~

(III.F.3 – 500 word limit)

- 4. ~~Describe~~ A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs. ~~Illustrate, a clear illustration of~~ how the proposed curriculum will accommodate those performing above grade level. ~~Describe, and a comprehensive description of the~~ supports as ~~and~~ instructional strategies ~~to that will~~ ensure ~~that~~ these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

(III.F.4 – 500 word limit)

F.E. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

An application that meets the standard for approval will have the following elements:

- 1. ~~Describe~~ A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators

Comment [A16]: Review all criteria in this section to ensure they allow for value judgements.

and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters ~~students'~~ intellectual, social, and emotional development for all students.

(III.D.1 – 250 word limit)

2. ~~Explain how the proposed school will create~~ A coherent plan for creating, implementing, and maintaining ~~this the intended~~ culture for students, teachers, parents or guardians, and administrators ~~and that includes a clear describe description of~~ the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

(III.D.2 – 250 word limit)

- ~~3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.~~

~~(III.D.3 – 250 word limit)~~

- ~~4.3. Describe~~ A clear description of how the proposed school culture is conducive to a safe learning environment for all students. ~~Describe and~~ how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

(III.D.4 – 250 word limit)

- ~~5.4. Describe~~ A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The description must ~~identify~~ the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. If applicable, the description must ~~cite~~ any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

(III.D.5 – 500 word limit)

5. A clear description, provided as Attachment K (1 page limit), of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

(III.D.10 – word limit not applicable; attachment only)

6. Student Discipline.
 - a. Describe A clear description of the proposed school's philosophy on student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.
 - b. Describe the proposed school's code of conduct, including Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct. ~~Describe the and~~ procedural due process for all students, including students afforded additional due process measures under IDEA.

- b-c. ~~Describe how~~ Appropriate plan for including teachers, students, and parents or guardians ~~will be included~~ in the development and/or modification of ~~these the~~ proposed school's policies for discipline, suspension, dismissal, and crisis removal.
- c-d. ~~Include a~~ Legally sound list and definitions of ~~the~~ offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

(III.D.6.a-c – 1,500 word limit)

7. ~~Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application and should not be discussed here.~~
(III.D.7 – 250 word limit)
8. ~~Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.~~
(III.D.8 – 250 word limit)
9. ~~If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.~~
(III.D.9 – 250 word limit)
10. ~~In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.~~
(III.D.10 – word limit not applicable; attachment only)
11. ~~In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation.~~
(III.D.11 – word limit not applicable; attachment only)

G.F. Professional Development Culture and Staffing

Note: Charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.

An application that meets the standard for approval will have the following elements:

Describe the proposed school's professional development expectations and opportunities, including the following:

1. Professional Culture

- a. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss a sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application Criterion and should not be discussed here.
(III.D.7 – 250 word limit)
- b. Explain how the proposed school's culture will A well-designed plan to take into account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer The plan should focus on school and professional culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F Criterion .
(III.D.8 – 250 word limit)
- c. If the proposed school is expected to serve a high proportion of economically disadvantaged students is a part of the anticipated student population, describe a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.
(III.D.9 – 250 word limit)
- d. In Attachment K (1 page limit), describe a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation.
(III.D.10 – word limit not applicable; attachment only)
- e. In A clear description, provided as Attachment L (1 page limit), describe of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.
(III.D.11 – word limit not applicable; attachment only)

2. Professional Development

- a. Describe A clear description of the proposed school's the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. Describe The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. Describe The description must also include the process for evaluating the efficacy of the professional development.
(VI.D.1 – 500 word limit)

- b. ~~Provide a schedule and explanation~~A description of professional development opportunities, leadership, and scheduling that ~~will take place prior to the proposed school's opening~~effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. ~~Explain~~The description must explain what will be covered during ~~this~~the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

(VI.D.2 – 500 word limit)

- c. ~~Describe~~A clear description of the expected number of days or hours for regular professional development throughout the school year, ~~and that includes an explain~~an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan. ~~Include; the~~time scheduled for common planning or collaboration; and ~~explain an explanation for~~how such time will typically be used. ~~If this conflicts with any of the Master~~The description must identify ways the professional development scheduling conflicts with ~~C~~collective B bargaining ~~A~~agreements, what ~~explain any~~specific amendments will that may be needed in a through supplemental agreements? ~~Explain what is planned if, and provide an adequate contingency plan in the event~~such amendments cannot be negotiated under a supplemental agreements.

(VI.D.3 – 500 word limit)

- d. ~~Describe any anticipated supplementary professional development, such as stipend-paid summer workshops.~~

(VI.D.4 – 250 word limit)

- e. ~~d. Identify~~A description identifying the person or position ~~responsible with the time, capacity, and responsibility~~for coordinating professional development. ~~Discuss how and a reasonable plan for identifying~~ongoing professional development needs will be identified, and describe what including sufficient funds and resources (Title II funds, etc.) are available for ~~implementing the~~professional development plan (Title II funds, etc.).

(VI.D.5 – 250 word limit)

H. Staffing Plans, Hiring, Management, and Evaluation

2.3. Staff Structure.

- a. ~~Provide the teacher student ratio, as well as the ratio of total adults to students for the proposed school.~~
- b. ~~a. Provide~~A complete staffing chart for the proposed school, using the Staffing Chart Template (Exhibit 2) and provided as Attachment J (required form), a complete staff chart for the proposed school, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget. Prepare the submission using the Staffing Chart Template (Exhibit 2) provided by the Commission.
- c. ~~b. Describe the~~A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be

managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

- ~~d. Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.~~
- ~~e. If the proposed school has a virtual or blended learning program, a clear description for the identify identification of the position(s) dedicated to IT support and describe the a reasonable plan that will clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes, including troubleshooting support for school staff and students.~~

(III.C.4.a-e – 1,000 word limit)

4. Staffing Plans, Hiring, Management, and Evaluation

- ~~a. Describe A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures for recruiting and hiring the teaching staff, including the proposed school's plan for hiring that are likely to result in a strong teaching staff that meet "Highly Qualified" staff requirements in accordance with the Elementary and Secondary Education Act ("ESEA") and are well-suited to the proposed school. Explain, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.~~
- ~~a-b. If the proposed school offers a virtual or blended learning program, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in explain how the proposed school will ensure that all strong online learning teachers it hires that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.~~

(VI.C.1 – 500 word limit)

- ~~b. Explain the proposed school's strategy for attracting and retaining high-performing teachers.~~

(VI.C.2 – 250 word limit)

- ~~c. Describe A clear description of the proposed school's realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.~~

(VI.C.3 – 250 word limit)

- ~~d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. Explain how the school director and school management, if any, will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as Attachment BB (10 page limit). Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback,~~

~~and coaching. Cite~~ The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. ~~If already developed, the plan should provide any leadership evaluation tool(s) as Attachment BB (10 page limit) and any teacher evaluation tool(s) as Attachment CC (10 page limit) that are likely to be effective.~~ Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. ~~Explain what, if any, if amendments would will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned include a reasonable plan for contingencies if such the~~ amendments cannot be negotiated under a supplemental agreement.

(VI.C.4 – 500 word limit)

- ~~e. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as Attachment CC (10 page limit). Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.~~

(VI.C.5 – 500 word limit)

- ~~f.e. Explain An effective plan that explains~~ how the proposed school intends to handle unsatisfactory school director, management team, or teacher performance, ~~as well as changes and including effective planning for~~ turnover.

(VI.C.6 – 250 word limit)

- ~~g.f. Explain A satisfactory explanation of~~ any deviations in staffing plans, including salaries, from ~~any Master Collective Bargaining Agreements and, including identify identification what kinds of~~ amendments ~~will that would~~ be needed in a supplemental agreement. ~~Explain what is planned and a reasonable plan for contingencies~~ if such amendments cannot be negotiated under a supplemental agreement.

(VI.C.7 – 250 word limit)

- ~~h.g. Provide~~ if developed, reasonable and legally sound personnel policies or an employee manual, ~~provided as Attachment DD (no page limit), any personnel policies or an employee manual, if developed.~~

(VI.C.8 – word limit not applicable; attachment only)

H.G. School Calendar, and Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

An application that meets the standard for approval will have the following elements:

1. Discuss the annual academic schedule for the proposed school. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment H (2 page limit)**, and a satisfactory explanation—~~Explain of~~ how the calendar aligns with and clearly reflects the needs of the ~~a~~Academic pPlan. In **Attachment H (2 page limit)**, provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.

(III.C.1 – 250 word limit)

2. Describe A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects.
 - e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. The number of hours or minutes in a day for teacher planning time.

~~f.g.~~ A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment I (10 page limit)**.

(III.C.2.a-f – 500 word limit)

- ~~3. Provide, also in **Attachment I (10 page limit)**, a sample daily and weekly schedule for each division of the proposed school.~~

~~(III.C.3 – word limit not applicable; attachment only)~~

4.3. Staff Structure.

- a. ~~Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.~~
- b. ~~Provide, as **Attachment I (required form)**, a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template (Exhibit 2) provided by the Commission.~~

- c. ~~Describe the rationale for the staffing plan as demonstrated in the staff chart.~~
- d. ~~Explain how the relationship between the proposed school's leadership team or management team and the rest of the staff will be managed.~~
- e. ~~If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.~~

~~(III.C.4.a-e – 1,000 word limit)~~

J.H. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

An application that meets the standard for approval will have the following elements:

1. If applicable, briefly describe a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, the a reasonable schedule and length of the program, how the program will meet anticipated student needs, and how the programs will be funded sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.
2. If applicable, describe well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how they the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

(III.E.1 – 500 word limit)

(III.E.2 – 500 word limit)

K.I. Conversion Charter School Additional Academic Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

Comment [A17]: Must address later

1. School Community

- a. Submit, as **Attachment S (no page limit)**, a certification and supporting documentation that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.

(III.H.1.a – word limit not applicable; attachment only)

- b. Discuss the evidence of support from faculty and families at the existing DOE school. Explain the process used to engage various stakeholder groups and collect evidence of support.

(III.H.1.b – 250 word limit)

- c. Provide, as **Attachment T (5 page limit)**, any additional evidence of community support for the conversion and opposition to the conversion.

(III.H.1.c – word limit not applicable; attachment only)

2. Performance Record

The Commission will consider Strive HI data reported through the DOE to assess the proposed school's track record.

- a. Discuss the proposed school's academic performance track record under Strive HI and its bearing on the decision to apply for conversion to the charter school model.
- b. Provide any additional evidence of improved student achievement outcomes.

(III.H.2.a-b – 500 word limit)

3. Student Recruitment and Enrollment

Describe the applicant's plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist and complies with all applicable law.

(III.H.3 – 250 word limit)

4. Curriculum and Instructional Design

- a. Describe the curriculum and instructional framework to be used to achieve student outcomes.

(III.H.4.a – 1,000 word limit)

- b. Describe the applicant's plan for the assessment of student performance that:
 - i. Recognizes the interest of the general public;
 - ii. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;
 - iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State; and

|

iv. Provides for program audits and annual financial audits.

(III.H.4.b.i-iv – 500 word limit)

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~~State Public Charter School Commission~~ **~~2014 Final Application~~**

DRAFT

FINAL APPLICATION

IV. Initial Proposal Amendment

Academic Plan Design & Capacity Amendments (2,000 word limit)

The applicant has the option to provide minor amendments to the academic plan submitted in its Initial Proposal. If amendments are made, cite each subsection within the Initial Proposal that each amendment is changing (e.g., Section III.A.1). Wholesale revisions of the Initial Proposal will not be permitted. Word limits may be increased if deemed necessary; contact Kenyon Tam at kenyon.tam@spcsc.hawaii.gov for more information.

V.IV. Identifying Information

The following questions are intended to identify whether certain questions within the Final Application need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

☐ Yes ☐ No

If the answer is to question 1 "Yes," the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

☐ Yes ☐ No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

☐ Yes ☐ No

4. Does the proposed school use online learning in any way, either during or after the school day?

☐ Yes ☐ No

If the answer is "Yes" to either question 2, 3, or 4, the applicant must answer all questions specifically relating to virtual and blended learning programs.

5. Does the applicant currently operate charter schools in Hawaii or any other state?

☒ Yes ☐ No

6. Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?

☐ Yes ☐ No

7. Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

☐ Yes ☒ No

If the answer is "Yes" to either question 5, 6, or 7, the applicant must answer all questions specifically for CMOs and ESPs.

~~VI.V.~~ **Organizational Plan & Capacity**

A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan.

A. Governance

The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

An application that meets the standard for approval will have the following elements:

1. Describe A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board. Provide, including proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately) that are comprehensive and sound, provided as Attachment U (no page limit), the proposed school governing board bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately), and the completed and signed Statement of Assurances (Exhibit 3), provided as Attachment V (required form), the completed and signed Statement of Assurances (Exhibit 3).

2. Provide a concise description of the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups and any advisory bodies.

(VI.A.1-2 – 250 word limit)

3. Submit, as Attachment W (no page limit), an organizational chart(s), provided as Attachment W (no page limit), that show clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached.

The organizational charts should-must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts should-must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

(VI.A.3 – word limit not applicable; attachment only)

3. Describe A description of the an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. Describe The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success. Identify key skills or areas of diverse expertise that are or will be effectively

represented on the proposed school governing board—; and adequately Explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

(VI.A.4 – 500 word limit)

4. If the proposed school has a virtual or blended learning program, ~~describe a clear description of~~ the role the governing board will play in ~~such the online learning~~ program ~~that ensures the effective oversight of the online learning program and any, including a clear and realistic description of the~~ requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

(VI.A.4 – 500 word limit)

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:

- a. A list of all current and identified proposed school governing board members and their intended roles:-
- b. Summarize A clear summary of members' qualifications for serving on the proposed school governing board—, including an Explain adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including academic, financial, legal, and community experience and expertise—;
- c. Completed and signed Board Member Information Sheets (Exhibit 4) and resumes for each proposed governing board member, in provided as Attachment X (required form; no page limit), provide a completed and signed Board Member Information Sheet (Exhibit 4) and resume for each proposed governing board member that demonstrates board members share a vision, purpose, and expectations for the proposed school. If a governing board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet; and-
- a.d. If not all board members have been identified, describe thea comprehensive and sound plan and timeline for identifying and recruiting governing board members and with the necessary skills and qualifications that these governing board members should possess, including a description of such skills and qualifications.
- b.e. Describe howIf the proposed schoolcurrent board will transition from a founders'an applicant governing board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members. Briefly describe; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive. Describe; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

(VI.A.5 – 250 word limit)

5. ~~If this application is being submitted by an existing nonprofit organization, respond to the following:~~
- ~~a. Will the existing nonprofit board govern the proposed school, or will the proposed school form a separate governing board?~~
 - ~~b. If the nonprofit's current board will govern the proposed school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties as a school governing board? Describe the plan and timeline for completing the transition and orienting the nonprofit board to its new duties.~~
 - ~~c. If a new school governing board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be.~~

(VI.A.6.a-c – 500 word limit)

6. ~~A clear description of effective governance procedures, including an~~ Explain an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; ~~Explain an explanation of~~ Explain an explanation of how often the board will meet both during start-up and during the school year ~~and; discuss~~ and; discuss any plans for a committee structure and identification of chairs for any proposed committee(s); ~~and Describe a description of~~ and Describe a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

(VI.A.7 – 500 word limit)

7. ~~Describe A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and the proposed school governing board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as Attachment Y (no page limit), the proposed school governing board's proposed Code of Ethics and Conflict of Interest policy that will minimize real or perceived conflicts and align to applicable laws. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.~~

(VI.A.8 – 250 word limit)

8. ~~Describe A clear description of sound~~ Describe A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members. ~~The plan for training and development should include a timetable, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.~~

(VI.A.9 – 250 word limit)

9. ~~Describe A clear description of~~ Describe A clear description of any advisory bodies or councils, including the clear roles and duties ~~of that body,~~ the planned composition of the advisory body, the strategy for achieving

that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as Attachment Z (no page limit). The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers; and the reporting structure as it relates to the proposed school's governing board and leadership. ~~If any individuals that will serve on these advisory bodies or councils have been identified, provide their resumes, as Attachment Z (no page limit).~~

(VI.A.10 – 250 word limit)

B. Performance Management

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to ~~a set of~~ academic, financial, and organizational performance standards that ~~is are~~ incorporated in the Charter Contract. The academic performance standard considerations include, but are not limited to, Strive HI performance, ~~Strive HI category, status,~~ growth, and comparative performance based on federal, state, Academic Performance Framework, and School-Specific Measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5.

An application that meets the standard for approval will have the following elements:

1. Explain a comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including how the proposed school will measure and evaluate:
 - a. Academic Performance Data Evaluation Plan. – A comprehensive and effective plan and system for:
 - i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the

person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and

iii. Reporting the data to the school community.

- b. Financial Performance Data Evaluation Plan. – A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
- c. Organizational Performance Data Evaluation Plan. – A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

(VI.E.1 – 1,000 word limit)

- 2. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of any assessment data for:
 - a. Academic Data. Describe the person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating professional development to improve student achievement. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of professional development.
 - b. Financial Data. Describe the person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
 - c. Organizational Data. Describe the person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

(VI.E.2 – 1,000 word limit)

- 3. Describe the training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning.

(VI.E.3 – 250 word limit)

4.2. Describe a clear description of the thoughtful, appropriate corrective actions the proposed school will take if it falls short of:

- a. ~~It falls short of~~ Student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain, including an explanation of what would trigger such corrective actions; and identify the person(s), position(s), and/or entities that would be responsible for implementing them;
- b. ~~It fails to perform up to the~~ Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and
- c. ~~It fails to perform up to the~~ Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract; or if the proposed school has a corrective action plan approved by the Commission.

(VI.E.1 – 500 word limit)

5.3. ~~Applicants may propose to supplement Strive III and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. If already developed, provide any School-Specific Measures, provided as Attachment EE (no page limit) and using the School-Specific Measures Template (Exhibit 5), as Attachment EE (no page limit) that propose reasonable assessments that are aligned with the Academic Plan.~~

(VI.E.5 – word limit not applicable; attachment only)

C. Ongoing Operations

An application that meets the standard for approval will have the following elements:

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students. ~~In addition to daily transportation needs, describe including a description of~~ how the proposed school plans to meet transportation needs for field trips and athletic events.
2. ~~Discuss the~~ Sound plans for safety and security for students, the facility, and property. ~~Describe, including descriptions of policies and~~ the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a virtual or blended learning program, describe the description must include any physical or virtual security features to deter theft. ~~This may include physical and virtual solutions.~~

(VI.H.1 – 250 word limit)

(VI.H.2 – 500 word limit)

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students. ~~Include any, including~~ plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service. Any food service must be provided that is in compliance with applicable laws.

(VI.H.3 – 250 word limit)

D. Student Recruitment, Admission, and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

An application that meets the standard for approval will have the following elements:

1. ~~Explain the~~ A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families. ~~Specifically, and specifically~~ describes ~~any~~ plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as ~~any~~ plans for ~~achieving-promoting~~ socioeconomic and/or demographic diversity. ~~If, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if~~ the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity, ~~describe how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education.~~

(VI.I.1 – 500 word limit)

2. ~~Identify and describe~~ If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including ~~the reasoning and a reasonable~~ justification for ~~such the enrollment~~ preference request.

(VI.I.2 – 250 word limit)

3. ~~Provide~~ An admission and enrollment policy, provided as **Attachment HH (no page limit)**, ~~the proposed school's admission and enrollment policy, which should include the following that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:~~
 - a. A reasonable timeline and comprehensive plan ~~Tentative dates~~ for the application period ~~and, including~~ admission and enrollment deadlines and procedures, ~~including and~~ an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective ~~P~~rocedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and

- d. Descriptions of any reasonable pre-admission activities for students, and parents; or guardians, along with including an explanation of the purpose of such activities.

(VI.I.3.a-d – word limit not applicable; attachment only)

E. Parent Involvement and Community Involvement Outreach

An application that meets the standard for approval will have the following elements:

1. Describe A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.
(VI.I.1 – 250 word limit)
2. Briefly describe what has been done to assess and build parent and community interest in the proposed school, and summarize the results achieved. Describe Sound parent engagement plans that are welcoming and accessible to all for engaging parents or guardians and community members from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.
(VI.I.2 – 250 word limit)
3. Describe Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development. how parents or guardians and the community will be informed about and be engaged in the proposed school, in addition to any proposed governance roles described below. Describe plans for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.
(VI.I.3 – 250 word limit)
4. Describe A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships. Include and existing evidence of commitment and support from identified community partners, provided as Attachment II (no page limit), existing evidence of support from such community partners, such as letters of intent or commitment, memoranda of understanding, and/or contracts.
(VI.I.4 – 250 word limit)

F. Nonprofit Involvement

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.

An application that meets the standard for approval will have the following elements:

1. Describe If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, if any, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose.

~~2.~~ (VI.K.1 – 250 word limit)

- ~~3.1.~~ The description must ~~S~~specifically identify ways that the proposed school's associated nonprofit organization, ~~if any~~, will support the proposed school. ~~Examples of ways a nonprofit can support a school include, but are not limited to, (such as~~ community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources). ~~Identify and describe and specify~~ any ~~specific~~ grants or programs that the nonprofit is planning to use. ~~If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.~~

(VI.K.2 – 250 word limit)

- ~~4.2.~~ List ~~A list of~~ all current and identified nonprofit board members ~~that is in compliance with the State Ethics Code~~ and their intended roles. ~~Describe and a description demonstrating that the nonprofit board members have~~ the ~~necessary~~ experience and qualifications ~~of the nonprofit board members that are~~ relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, ~~discuss the description must explain a comprehensive plan how the nonprofit and proposed school plans to identify and recruit individuals with the requisite necessary~~ experience and capacity.

(VI.K.3 – 250 word limit)

G. Geographic Location and Facilities

~~The proposed school's geographic location will determine things such as which the DOE complex area(s) includes in which the proposed school is included and the DES that the proposed school will be assigned to for special education purposes. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.~~

An application that meets the standard for approval will have the following elements:

1. ~~Geographic Location. The proposed school's geographic location will determine things such as which DOE complex area includes the proposed school and the DES that the proposed school will be assigned to for special education purposes.~~
 - a. ~~Describe A description, with reasonable specificity, of~~ the geographic location of the proposed school's facility. ~~Include, including~~ the DOE complex area(s) in ~~the description which the proposed school will be located.~~
 - b. ~~Describe any A reasonable~~ rationale for selecting the geographic location. ~~If there is a rationale for selecting a specific geographic location, describe and a comprehensive description of~~ the research conducted, ~~if any~~, to support that rationale.

(VI.F.1.a-b – 500 word limit)

2. ~~Facilities. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow~~

~~applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.~~

- a. If the proposed school has obtained a facility, ~~describe a description of~~ the facility ~~—~~, including address, square footage, square footage rent, amenities, previous use, ~~and~~ what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school ~~—~~, ~~demonstrating that the facility is reasonably adequate for the intended purposes, and the has a sound plan and~~ timeline for ~~renovations renovating~~ and bringing the facility into compliance ~~with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population.~~ If the proposed school has a virtual or blended learning program, or relies heavily on technology, ~~describe the description must adequately explain~~ how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. ~~If the applicant currently holds a facility or has~~ The description must reference and provide, as **Attachment FF (no page limit)**, a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility, ~~provide it as Attachment FF (no page limit).~~

OR

If the proposed school has not obtained a facility, ~~describe applicant’s a comprehensive, reasonable, and sound~~ plan ~~and timeline~~ for identifying, ~~and securing, renovating, and financing~~ a facility ~~—~~, including ~~identification~~ any brokers or consultants the applicant is employing ~~—~~, ~~timeline for securing a facility, renovations, and financing that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must #~~briefly describe possible facilities within the geographic area in **Section Criterion VI.F.1**, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring ~~the each possible~~ facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, ~~describe the description must adequately explain~~ how ~~the each possible~~ facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

(VI.F.2.a or b – 1,000 word limit)

- b. If the proposed school plans to add students or grade levels during the first five years, ~~include a reasonable and sound~~ facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff. ~~Identify and sufficiently identifies~~ any permits or rezoning that might be necessary to implement the facility growth plan.

(VI.F.3 – 250 word limit)

H. Start-Up Period

*In accordance with the Start-Up Charter School Process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a Charter School, once it has completed its Pre-Opening Assurances, is July 20th.*

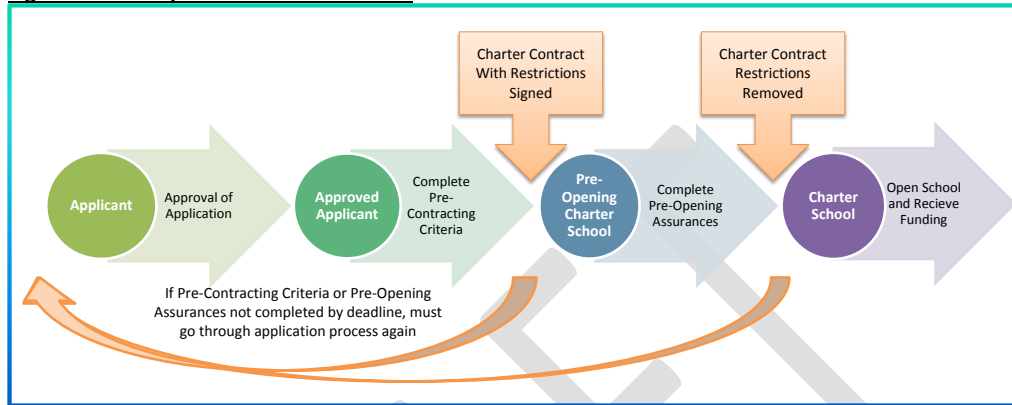
An application that meets the standard for approval will have the following elements:

1. A comprehensive, reasonable, and sound project management plan, provided as Attachment GG (10 page limit), a detailed that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook) and details the start-up plan for the proposed school (which aligns with the start-up year (Year 0) Budget in the Financial Plan Workbook), including specifying tasks, timelines, and responsible individuals for each of the following areas:
 - a. How the applicant plans to obtain financing for the proposed school's facility. Highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section Criterion VI.F.2.:
 - b. How the applicant plans to fund the start-up period. Include all plans for fundraising and grant writing. Describe and a description of any specific fundraising opportunities and grants the applicant has identified.:
 - c. How the applicant plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment. Include any other ways the applicant plans to achieve its projected enrollment.:
 - d. How the applicant plans to hire teachers, administrative staff, and support staff during the start-up period, if any. This plan should, incorporate the timelines for hiring teachers, described in Section Criterion VI.C.1, and delivering the professional development, described in Section Criterion VI.D.2.:
 - e. Plans to identify, recruit, select, and add or replace new governing board members that aligns to the recruitment plan described in Criterion , the governing board transition plan described in Criterion , and any governing board training described in Criterion , as applicable; and
 - d.f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.
 - e.g. Describe how the proposed school board will transition from a founders' board to a more permanent governing board, including a timeline for recruiting and adding new members. Briefly describe the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive. Describe any bylaw, policies, or procedures changes that will be necessary for such a transition.

(VI.G.1.a-f – word limit not applicable; attachment only)
2. A sound plan for leading the development of the school during its pre-opening phase, including identify identification of the capable individual(s) who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan

to open the proposed school and [the a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.](#)
(VI.G.1.a-f – word limit not applicable; attachment only)

Figure 3: Start-Up Charter School Process



I. **Conversion Charter School Additional Organizational Information**

Comment [A18]: Will need to address later

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

1. **Staff Plans and Evaluation**

- a. Describe the rights and management issues of employees at the existing DOE schools. Provide a detailed framework to address any issues and protect the rights of such employees.

(VI.N.1.a – 500 word limit)

- b. Describe the applicant's plan for identifying, recruiting, retaining highly qualified instructional faculty, as defined by DOE.

(VI.N.1.b – 250 word limit)

- c. Describe the applicant's plan for the assessment of administrative support and teaching personnel performance that:
 - i. Recognizes the interest of the general public;

- ii. Incorporates or exceeds the academic content and performance standards developed by the DOE for the public school system;
- iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State;
- iv. Provides for program audits and annual financial audits; and
- v. Provides for an evaluation tool that aligns with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Include an explanation of what, if any, such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

(VI.N.1.c.i-v – 500 word limit)

2. Governance

- a. Describe the governance structure for the proposed school that incorporates a Conflict of Interest policy and a plan for periodic training to carry out the duties of governing board members.

(VI.N.2.a – 250 word limit)

- b. Describe the constitution of the proposed school governing board, terms of governing board members, and the process by which governing board members were selected.

(VI.N.2.b – 250 word limit)

3. Nonprofit Organization as Applicant. *Note: Only applicants that are nonprofit organizations proposing a Conversion Charter School where the nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors shall serve as the Conversion Charter School's governing board need to complete this section.*

- a. Describe the organizational structure of the nonprofit organization, how it will also serve as the governing board of the Conversion Charter School, and how governing board members will be selected.

(VI.K.4.a – 250 word limit)

- b. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, describe the organizational structure and scope of jurisdiction for each advisory group.

(VI.K.4.b – 250 word limit)

- c. Provide, as **Attachment LL (no page limit)**, the nonprofit organization's bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.

(VI.K.4.c – word limit not applicable; attachment only)

- |
- d. Describe the nonprofit organization's experience in the management and operation of public or private schools or any agreement to obtain services from another entity or entities possessing such experience.

(VI.K.4.d – 250 word limit)

- e. Describe any licensure or accreditation requirements the nonprofit organization must comply with and the status of any such licenses or accreditations.

(VI.K.4.e – 250 word limit)

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~~VII.~~VI. Financial Plan & Capacity

A. Financial ~~Plan~~Oversight and Management

Note: In developing the proposed school's budget, use the following per-pupil annual revenue projection: ~~\$6,500~~.

An application that meets the standard for approval will have the following elements:

- ~~1. Describe~~ A clear description that gives reasonable assurance that the proposed school will have the sound systems, policies, and processes the proposed school will use for financial planning, accounting, purchasing, and payroll, including an description adequate explanation of how it the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

(VII.A.1 – 500 word limit)

- ~~2. Describe~~ A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board with regarding to school financial oversight and managemenes, and distinguish between each.

(VII.A.2 – 250 word limit)

- ~~3. Describe~~ the proposed school's plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school. An estimate of the cost of the audit should be included in the Financial Plan Workbook.

(VII.A.3 – 250 word limit)

- ~~4.3. Describe~~ A description of sound criteria and procedures for selecting vendors or contractors for any administrative services to be contracted, such as business services, payroll, and auditing services, including the reasonable anticipated costs that are reflected in the Financial Plan Workbook and criteria for selecting such vendors.

(VII.A.4 – 500 word limit)

B. Operating Budget

Note: In developing the proposed school's budget, use the following per-pupil annual revenue projection: ~~\$6,500~~.

- ~~5. An application that meets the standard for approval will have the following elements:~~

- ~~1. Submit a completed~~ Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (Exhibit 6) as Attachment MM (required form), that align to the Academic and Organizational Plans. In developing the proposed school's budget, use the following per-pupil annual revenue projection: ~~\$6,200~~.

(VII.A.5 – word limit not applicable; attachment only)

2. **Budget Narrative.** ~~A detailed budget narrative~~~~As Attachment NN (5 page limit), present a detailed description of that clearly explains reasonable, well-supported cost~~ assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative ~~should must~~ specifically address the degree to which the school budget will rely on variable income (~~e.g., especially for~~ grants, donations, ~~and~~ fundraising)~~— and must include the following:~~
- ~~A description~~ Indicate the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations, and any other potential funding sources. ~~The description must~~ Note which are secured and which are anticipated, ~~and include at the end of, explain evidence of commitment, and provide such evidence as Attachment OO (no page limit), evidence of commitment~~ for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs)~~—D; and describe any restrictions on any of the aforementioned funds.~~
 - ~~Discuss the proposed school's~~ A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - ~~Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.~~
 - ~~If the proposed school has a virtual or blended learning program, describe a clear and comprehensive description of the necessary costs for delivery of such program. This may, include~~ costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

(VII.A.6 – word limit not applicable; attachment only)

B.C. Conversion Charter School Financial Plan and Facilities

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

- Describe the applicant's Financial Plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the proposed school's ability to meet the financial obligations of one-time, start-up costs and ongoing costs, such as monthly payrolls, faculty recruitment, professional development, and facilities costs.

Comment [A19]: Will need to address later

(VII.C.1 – 500 word limit)

2. Describe the applicant's facilities plan.

(VII.C.2 – 500 word limit)

VII. Applicant Capacity

A. Academic Plan Capacity

An application that meets the standard for approval will have the following elements:

- ~~1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation.~~
- ~~2.1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully. The evidence must include a description that:~~
 - ~~a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and School leadership, administration, and governance;~~
 - ~~b. Curriculum, instruction, and assessment Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement;~~
- ~~c. Performance management; and~~
- ~~d. Parent and community engagement.~~
- ~~2.2. Describe A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.~~
- ~~4.3. Identify A description that identifies any organizations, agencies, or consultants that are essential partners in-to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan-the proposed school, along with a brief description of~~

-(III.G.1-2 – 500 word limit)

(III.G.3 – 250 word limit)

~~their; explains the~~ current and planned roles ~~of such essential partners~~ and any resources they have contributed or plan to contribute to the proposed school's development. ~~Include; and includes evidence of support, provided as~~ **Attachment M (no page limit)** ~~(such as letters of intent or commitment, memoranda of understanding, and/or contracts), existing evidence of support from such entities-essential partners and whether demonstrating such entities these partners~~ are committed to an ongoing role with the proposed school, if applicable. ~~Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.~~

(III.G.4 – 500 word limit)

- ~~5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as~~ **Attachment N (no page limit)**, ~~existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.~~

(III.G.5 – 500 word limit)

6.4. School Director.

~~If the school director is known, a description that:~~

~~a. identifies~~ the school director;

~~b. Summarizes the school director's academic and organizational leadership record. Provide and includes this individual's resume, provided as~~ **Attachment O (no page limit)**, ~~the resume for this individual. Summarize the school director's academic and organizational leadership record, and~~

~~c. briefly discuss~~ Discusses and demonstrates evidence of how this individual's ~~the proposed school director's~~ experience ~~qualifies him or her in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population. Describe, as well as evidence of that the proposed school director's ability to effectively serve the anticipated population and is well qualified to~~ implement the Academic Plan.

~~a-d. Describes the a thorough~~ recruiting and selection process ~~used in for~~ selecting the school director ~~and provide, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a charter school.~~

(III.G.6.a – 500 word limit)

OR

~~If the school director is not known, a description that:~~

~~a. briefly describe~~ Discusses the characteristics of the school director that the proposed school will seek ~~and an appropriate job description or qualifications and rigorous criteria, and provided as~~ **Attachment P (no page limit)**, ~~the job description or qualifications and the criteria that will be used is designed to select the recruit a school director, including criteria relating to with the~~ experience and ability to design, launch, and lead a charter school that

will effectively serve the anticipated student population and implement the Academic Plan; ~~and-~~

- ~~a-b.~~ Describe the Explains a clear and appropriate timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria, recruiting, and selection process for recruiting and hiring the school director.

(III.G.6.b – 250 word limit)

~~7-5.~~ Management Team. Describe A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment Q (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

OR

- b. If not known, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment R (no page limit)**, the job descriptions or qualifications and criteria that will be used to select these positions. ~~As well as~~ describe the-a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

(III.G.7.a or b – 250 word limit)

B. Organizational Plan Capacity

An application that meets the standard for approval will have the following elements:

- ~~1.~~ Identify the key members of the applicant's team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Organizational Plan.
- ~~2-1.~~ Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Organizational Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and Staffing;
 - b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas

such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.~~Professional development;~~

~~c. Performance management; and~~

~~d. General operations.~~

(VI.M.1-2 – 500 word limit)

- ~~3. Describe the applicant's organization team's individual and collective capacity and experience in facilities development, acquisition, and management, including financing and managing build-out and/or renovations, as applicable.~~

(VI.M.3 – 250 word limit)

- ~~4.2. Identify a description that identifies~~ any organizations, agencies, or consultants that are essential partners in planning, ~~and establishing,~~ or implementing the proposed school's Organizational Plan, ~~along with a brief description of their,~~ explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; ~~and includes evidence of support, included in Attachment (also referenced in Criterion), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.~~

(VI.M.4 – 250 word limit)

- ~~5. Explain who will lead implementation of the proposed school's Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.~~

(VI.M.5 – 250 word limit)

C. Financial Management Capacity

An application that meets the standard for approval will have the following elements:

- ~~1. Identify the key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan.~~

- ~~2.1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Financial Plan successfully. The evidence must include a description that:~~Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:

- a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential

partners who will play an important ongoing role in the proposed school's Financial Plan; and Financial management;

- b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls. Fundraising and development;

~~c. Accounting; and~~

~~d. Internal controls.~~

(VII.B.1-2 – 500 word limit)

- ~~3.2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in Attachment (also referenced in Criterion), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan. Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school's Financial Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan.~~

(VII.B.3 – 250 word limit)

- ~~4. Explain who will lead development of the proposed school's Financial Plan and the experience or abilities that the individual or team has in implementing organizational plans.~~

(VII.B.4 – 250 word limit)

~~D. Complaints Procedures~~

~~Explain the procedures that the proposed school governing board and proposed school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. Provide, as Attachment AA (no page limit), the proposed school's Complaints Procedures.~~

(VI.B – 500 word limit)

Exhibits

- Exhibit 1: Enrollment Plan
- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

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Exhibit 1: Enrollment Plan

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Enrollment Plan

Grade Level	Number of Students											
	Year 1 20__		Year 2 20__		Year 3 20__		Year 4 20__		Year 5 20__		Capacity 20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

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Exhibit 2: Staffing Chart Template

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Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salaries							

Middle School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salaries							

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Dean(s)							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salary							

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Exhibit 3: Statement of Assurances Form

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Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☐ will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- ☐ will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- ☐ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☐ will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- ☐ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☐ will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- ☐ will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- ☐ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- ☐ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☐ will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- ☐ will follow any federal and state court orders in place in the local school district;
- ☐ will comply with federal and state applicable health and safety standards;

- ☐ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- ☐ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☐ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☐ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☐ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☐ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☐ will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed
School: _____

Name of Authorized
Representative: _____

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Authorized Representative

Date

|

Exhibit 4: Board Member Information Form

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Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☐ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
6. What is your understanding of the appropriate role of a public charter school governing board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the governing board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☐ None ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature

Date

|

Exhibit 5: School-Specific Measures Template

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School-Specific Measures

School-Specific Performance Goal #1	<i>What is the proposed school's school-specific performance goal #1?</i>
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i>
Targets	<i>What targets will the proposed school achieve?</i>
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i>
Baseline Data	<i>What is the proposed school's beginning data point?</i>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #2	<i>What is the proposed school's school-specific performance goal #2?</i>
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i>
Targets	<i>What targets will the proposed school achieve?</i>
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i>
Baseline Data	<i>What is the proposed school's beginning data point?</i>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

|

Exhibit 6: Financial Plan Workbook

DRAFT

Exhibit D

Clean Version of 2015-2016 Draft Request for Proposals



State Public Charter School Commission 2015-2016 Request for Proposals

Issued: September 18, 2015

Intent to Apply Packet Due: October 16, 2015

Applications Due: January 29, 2016

For questions, please contact:

Kenyon Tam

Operations and Applications Specialist

Email: kenyon.tam@spcsc.hawaii.gov

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**STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804**

Message to prospective applicants from the Hawaii State Board of Education

As the overall elementary and secondary education policy-making body for the people of the State of Hawaii, the State Board of Education is pleased to join the State Public Charter School Commission in welcoming your interest in creating a new school to join our public school ohana.

Hawaii's public education system benefits when creative, committed, and capable groups bring their talents together to offer new and unique schooling options to parents and students. Your Board of Education is working closely with the Charter School Commission to ensure that Hawaii provides an environment in which excellent charter schools can innovate and thrive in order to play a part in the progress toward which our education system is striving.

That progress has been hard won so far, and it will continue to be so. But we believe the groundwork has been laid to continue the positive trends we already are starting to see in Hawaii's public schools. In spite of many ongoing challenges, this is an exciting time to consider answering the Commission's Request for Proposals by proposing an outstanding new school to serve Hawaii's children.

We look forward to welcoming the new public schools that come of this important process.

Aloha,

/S/

Donald Horner
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

Message to prospective applicants from the State Public Charter School Commission

On behalf of students throughout Hawaii, the State Public Charter School Commission, and its staff, thank you for your interest in applying to operate a high-performing public charter school. We understand that opening and running an exceptional school requires a tremendous amount of commitment, fortitude, and hard work.

Hawaii state law charges the Commission with the mission of authorizing high-quality public charter schools throughout Hawaii. To that end, the Commission welcomes proposals for new public charter schools that will help provide Hawaii's families with a range of high-quality and innovative educational options.

The Commission is committed to quality in every aspect of chartering, and we firmly believe that high-quality authorizing leads to high-quality schools. We want to be clear that the Commission is committed to approving only applicants that it believes convincingly demonstrate the academic, financial, and organizational capacity and vision necessary to operate high-performing schools. Our mission is too important, and the stakes for Hawaii's keiki too high, for us to provide our students and families with anything less than the very best that charter schooling has to offer Hawaii's public education system.

Reflecting the importance of this undertaking, the Commission employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact Commission staff with any questions you might have regarding the application or the application review. Please direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

We commend you in advance for your dedication to providing Hawaii's children with the first-rate education they deserve and will need in the 21st Century. We look forward to learning about your vision for the school that will do so.

Aloha,

A handwritten signature in cursive script that reads "Catherine H. Payne".

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

I. Introduction

In 2012, the Hawaii State Legislature passed Act 130, replacing the State's previous charter school law, Hawaii Revised Statutes ("HRS") Chapter 302B, with our new law, codified as HRS Chapter 302D. Act 130 instituted a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii's charter schools. The law created the State Public Charter School Commission ("**Commission**"), assigned it statewide chartering jurisdiction and authority, and directed it to enter into State Public Charter School Contracts ("**Charter Contract**") with every existing charter school and every newly approved charter school applicant. Applicants are expected to read the current Charter Contract template to fully understand the requirements and obligations it sets forth. The Charter Contract is separate and apart from the application. Once the approved applicant has a Charter Contract, it will not be bound to fulfill the requirements of the Charter Contract in a manner consistent with all of the details described in the application. Conversely, a new school's Charter Contract may require certain things that are not consistent with all of the details in the proposed school's application. The applicant will, however, be required to adhere to major factors, like enrollment, grades offered initially, and mission and vision, to ensure that the school that is opened is substantially consistent with the proposed school application. In part, the application is meant to demonstrate that applicants have the capacity to develop a viable plan and the capacity to implement such plan.

A. Applicant Types

HRS Chapter 302D governs the establishment and operation of public charter schools. Applicants are expected to read HRS Chapter 302D to fully understand its requirements so that the application is consistent with the law.

Pursuant to HRS Chapter 302D, two types of public charter schools may be established:

- Start-up Charter School means a new school established under HRS §302D-13.
- Conversion Charter School means:
 - (1) Any existing school operated by the Department of Education ("**DOE**") that converts to a charter school in accordance with HRS §302D-14; or
 - (2) Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with HRS §302D-14.

All applicants must complete the application. Conversion Charter School applicants must complete additional questions specific to Conversion Charter Schools.

B. Autonomy and Accountability

The key premise of charter schooling is sometimes referred to as "the Charter Bargain." In exchange for relatively more rigorous accountability, a public charter school is granted relatively greater freedom and flexibility to innovate compared to traditional public schools.

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Education Service Provider ("**ESP**") and Charter Management Organization ("**CMO**") agreements.

With this autonomy comes strong accountability. Charter schools are accountable for meeting academic, financial, and organizational performance standards as described in HRS Chapter 302D:

Academic Performance. Charter schools are required to adhere to state academic standards and to comply with, and be evaluated under, the State's Strive HI Performance System ("**Strive HI**") and other academic standards and targets established by the performance framework in the Charter Contract. These can include School-Specific Measures proposed by the school itself in order to reflect the school's distinct mission and philosophy. Charter schools are required to administer all student testing required by federal and state law, rules, policies, and procedures. Charter schools are also required to serve students with special needs.

Financial Performance. Charter schools must demonstrate the proper use of public funds, as evidenced by annual budgets, quarterly financial reports, annual financial statements, and independent audits.

Organizational Performance. A charter school's governing board is responsible for ensuring that the charter school complies with all applicable laws. The governing board itself is required to adhere to the laws that apply to it, particularly as outlined in HRS §302D-12.

These three areas of performance correspond to the three main sections of the application and to the three key areas of the Charter Contract, which every successful applicant will enter into with the Commission. The initial term of the Charter Contract will be five years. All charter schools, including successful applicants who open a new charter school, are evaluated annually under the three areas of performance. After the initial contract term, the Commission will review the charter school's performance and may renew the Charter Contract for a subsequent term on the basis of the charter school's performance. A charter school that is unable to demonstrate academic, financial, or organizational performance in accordance with the performance framework or is unable to comply with legal, contractual, or financial requirements may be granted a relatively shorter subsequent Charter Contract term, or, in the case of more serious performance problems, may face nonrenewal or revocation of its contract. Conversely, a charter school that is performing well in all three areas will be granted a longer contract term and have additional years before having to apply for Charter Contract renewal.

II. Eligibility and Legal Requirements

- 1.** Applicants must represent that they meet all requirements listed in the Intent to Apply Packet by submitting a signed copy of the forms.
- 2.** Applicants must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit an application and continue with the application process.
- 3.** Nonprofit organizations that intend to submit an application must be registered with the State of Hawaii Department of Commerce and Consumer Affairs and in good standing and recognized as a tax exempt entity under the Internal Revenue Code.
- 4.** Applicants proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
- 5.** No charter school may begin operations before obtaining Commission approval of its charter application and execution of a Charter Contract.

III. Application Process Overview and Timeline

This is a truncated and annotated version of the timeline table, which covers only the major milestones that affect applicants and explains the steps in the process. Dates are approximate and are subject to change.

September 11, 2015	Pre-Request for Proposals (“RFP”) Orientation
September 18, 2015	Release of RFP
September 25, 2015	RFP Orientation
October 16, 2015	Deadline for prospective applicants to submit Intent to Apply Packets
October 23, 2015	Prospective applicants are notified of their eligibility to submit an application
January 29, 2016	Deadline for eligible applicants to submit applications
February 5, 2016	Applicants receive notifications of completeness
February 7, 2016	Deadline for applicants to submit missing information (if applicable)
February 8 to March 11, 2016	Application initial evaluation window
March 14-18, 2016	Evaluation Team interviews applicants
April 1, 2016	Requests for Clarification are distributed to applicants
April 15, 2016	Deadline for applicants to submit responses to Requests for Clarification
May 12, 2016	Commission holds public hearing on charter school applications
May 20, 2016	Applicants receive Recommendation Reports
June 3, 2016	Deadline for applicants to submit written responses to Recommendation Reports
June 23, 2016	Application Committee Meeting on application decisions
July 14, 2016	Commission General Business Meeting on final application decisions
July 15, 2016	Applicants are notified of the Commission’s decision
July 2016 to July 2017	New charter school start-up period for approved applications
July 2017	Opening of new charter school

IV. Application Guidelines

The Commission is pleased to invite proposals for new high-quality public charter schools. Prior to developing your application, please be sure to read this entire document.

A. Components of the Application

Note: All information that an applicant plans to submit must be contained within the Components of the Application, as described below. Applicants will be permitted to make minor amendments to applications at specific points in the application process, as explained in [Section IV.G](#).

Public hearing testimony on the application, DOE comments, and the Applicant's Response (as defined in [Section IV.J](#)) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in [Section IV.F](#). How all of these components fit into the Commission's Evaluation Process is set forth in [Figure 1](#). The following are the Components of the Application:

1. **Intent to Apply Packet.** All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within five business days. Applicants deemed ineligible will not be permitted to submit an Initial Proposal or continue with the application process.
2. **Initial Proposal.** The Initial Proposal is the first phase of the formal application to the Commission and is a comprehensive description of the proposed school's academic plan, with some initial supporting information on the organizational and financial plans.
3. **Final Application.** The Final Application is part of the second phase of the formal application to the Commission and is a comprehensive description of the proposed school's organizational and financial plans, which build upon the academic plan submitted in the Initial Proposal. The Initial Proposal is considered part of and is holistically evaluated with the Final Application during the second phase.
4. **Attachments.** Throughout the Initial Proposal and Final Application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines.
5. **Interview.** Applicants will demonstrate their ability to open and maintain a high-quality charter school and to answer specific questions about their Final Application.
6. **Request for Clarification.** Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
7. **Other Information.** These may include reports, documentation, or other data relating to information contained in the Components of the Application.

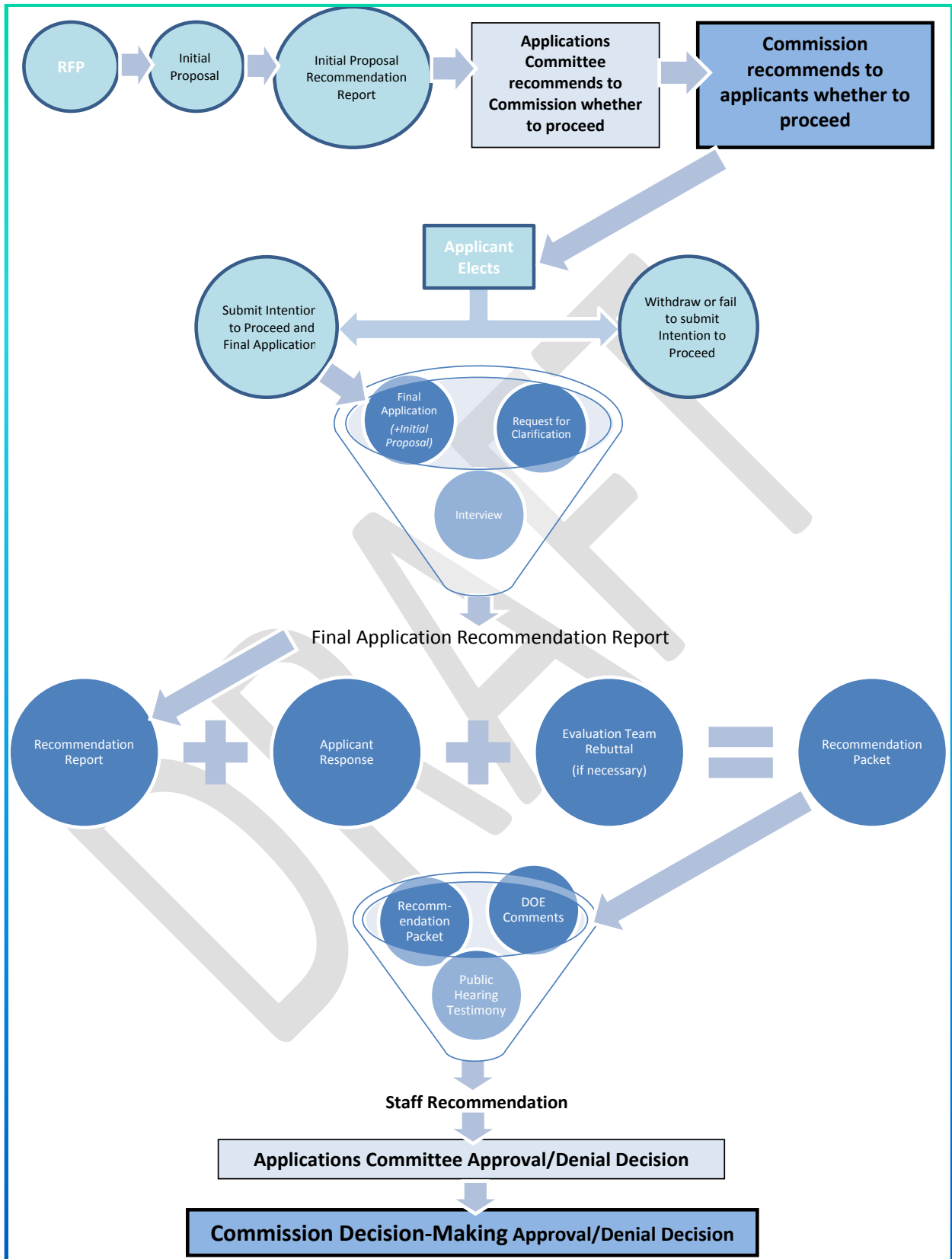


Figure 1: Commission's Evaluation Process

B. Specifications

The Intent to Apply Packet, Initial Proposal, and Final Application are all web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same.

Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application should be a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator. Applications that are not clear and concise or are not easily discernible risk denial.

1. **Do not delete or modify questions, tables, or sections (including changing font sizes) in the templates provided unless specifically instructed in this document.**
2. Follow the word limits for each narrative response and page limits for each attachment. The web-based application management system will not allow you to exceed word limits in the narrative response. Pages in excess of the page limit for any attachment will be redacted and will not be reviewed by the Evaluation Team.
3. Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in Section IV.G.
4. The web-based application management system will not accept incomplete submissions. Staff will conduct an additional review of all written elements of the Final Application for completeness before they are accepted and distributed to the Evaluation Team. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.
5. All attachments must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.
6. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
7. If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.
8. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
9. Complete all sheets in the Financial Plan Workbook.
10. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

Exhibit 1: Enrollment Plan

- Exhibit 2: Staffing Chart Template
Exhibit 3: Statement of Assurances Form
Exhibit 4: Board Member Information Form
Exhibit 5: School-Specific Measures Template
Exhibit 6: Financial Plan Workbook

11. The following is a list of attachments to accompany the Initial Proposal or Final Application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure it submits all required and relevant attachments. The items in bold print have a Commission template or form that applicants **must** use. The section of the application where the attachment is described is in parentheses. All required attachments should be clearly labeled.

- Attachment A.** **Enrollment Plan** (Section II.B.1)
Attachment B. Description, citations, or copies of data sources justifying Enrollment Plan (Section II.B.3)
Attachment C. Listing of DOE complex areas and public and private schools (Section III.B.3)
Attachment D. Quantifiable goals (Section III.B.2)
Attachment E. Assessment plan (Section III.B.3)
Attachment F. Course scope and sequence and curriculum map and/or pacing plan (Section III.B.5)
Attachment G. Curriculum development plan (Section III.B.6.b)
Attachment H. First year school calendar (Section III.C.1)
Attachment I. Daily and weekly schedule (Section III.C.3)
Attachment J. **Staffing Chart Template** (Section III.C.4)
Attachment K. Student's typical school day (Section III.D.9)
Attachment L. Teacher's typical school day (Section III.D.10)
Attachment M. Evidence of support from planning partners (Section III.G.4)
Attachment N. Evidence of support from essential implementation partners (Section III.G.5)
Attachment O. School director's resume (Section III.G.6.a)
Attachment P. School director's job description or qualifications (Section III.G.6.b)
Attachment Q. School leadership and management team's resumes (Section III.G.7.a)
Attachment R. School leadership and management team's job descriptions or qualifications (Section III.G.7.b)
Attachment S. Certification and supporting documentation for conversion application approval (Section III.H.1.a)
Attachment T. Additional evidence of support of or opposition to conversion (Section III.H.1.c)
Attachment U. Governing board bylaws and governing policies (Section VI.A.1)
Attachment V. **Statement of Assurances** (Section VI.A.1)
Attachment W. School governance, management, and staffing organizational charts (Section VI.A.3)
Attachment X. **Board Member Information Forms** for each member (Section VI.A.5)

Attachment Y.	Governing board's Code of Ethics and Conflict of Interest policies (Section VI.A.8)
Attachment Z.	Advisory body member's resume and professional biography (Section VI.A.10)
Attachment AA.	Complaints Procedures (Section VI.B)
Attachment BB.	Leadership evaluation tool (Section VI.C.4)
Attachment CC.	Teacher evaluation tool (Section VI.C.5)
Attachment DD.	Employee manual or personnel policies (Section VI.C.8)
Attachment EE.	School-Specific Measures Template (Section VI.E.5)
Attachment FF.	Proof specific facility secured (Section VI.F.2.a)
Attachment GG.	Start-up plan (Section VI.G.1)
Attachment HH.	Admission and enrollment policy (Section VI.I.3)
Attachment II.	Evidence of community partner support (Section VI.J.4)
Attachment JJ.	Service Provider agreement evidence (Section VI.M.3.e)
Attachment KK.	Management agreement with Service Provider (Section VI.M.4.g)
Attachment LL.	Nonprofit organization's bylaws or policies (business and conflict of interest) (Section VI.N.3.c)
Attachment MM.	Financial Plan Workbook (Section VII.A.5)
Attachment NN.	Budget Narrative (Section VII.A.6)
Attachment OO.	Evidence of commitment for funds (Section VII.A.6.a)

C. Submission Instructions

Narrative responses may be drafted using any word processing application and copied and pasted into the web-based forms; but be sure to limit your narrative response to the specified word limits. Web-based forms may be saved and do not need to be completed in one session. **If you do not receive a confirmation email when attempting to submit a form, your form may not have been submitted.** You may contact the web-based application system provider, FluidReview, for technical support with the system at tech@fluidreview.com, during the hours of 8 a.m. – 8 p.m., Eastern Standard Time, on weekdays and 10 a.m. – 6 p.m., Eastern Standard Time, on weekends. Applicants can expect a response from FluidReview technical support within 24 hours.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant group needs to register and log into the Commission's FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, Initial Proposal, Final Application, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on October 31, 2014.
3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the Initial Proposal.

4. Ensure all required fields within the Initial Proposal are completed and all required attachments are uploaded, and submit the Initial Proposal through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on December 1, 2014. **Once the Initial Proposal is submitted, no changes may be made to the submittal.**
5. If the applicant elects to proceed with the application process after receiving its Initial Proposal Recommendation Report, the applicant must indicate its intentions to proceed by 12:00 p.m., Hawaii Standard Time, on January 28, 2015. A proceeding applicant will be given access to complete the Final Application through FluidReview.
6. Ensure all required fields within the Final Application are completed and all required attachments are uploaded, and submit the Final Application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on March 6, 2015. **Once the Final Application is submitted, no changes may be made to the submittal.**
7. All attachments must be submitted through the Commission's FluidReview site, as specified.
8. The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant's application may be deemed ineligible for further consideration, and the application may be denied. If the Commission determines that any individual associated with any applicant has violated any of these requirements, the associated applicant's application may be deemed ineligible for further consideration, and the application may be denied.

E. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.¹ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity.

¹ Definition adapted from the University of Southern Mississippi's Academic Integrity Policy and quoted in the Mississippi Charter School Authorizer Board's ("MCSAB") Fall 2014 Request for Proposals.

The Commission considers plagiarism, including the copying of language from any other charter application without proper attribution and citation, as grounds for denial.

The Commission is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, project-based learning, blended learning) with fidelity, key concepts must be discussed. However, a high-quality applicant group with the capacity to operate a high-quality school should be able to explain thoughtfully in their own words how they intend to educate children. The Commission also understands that CMOs or ESPs may use their own intellectual property, which is appropriate and acceptable.²

F. Application Evaluation Process

Note: *The Commission shall disregard any new information, as described in Section IV.G.*

Each Initial Proposal will be evaluated by the Commission's academic performance staff. The Commission's academic performance staff will issue a recommendation report for each Initial Proposal. The Initial Proposal Recommendation Report will be based on the results of the academic performance staff's evaluation and will recommend that the applicant either proceed in the application process or withdraw. The Initial Proposal Recommendation Report is intended to provide applicants with a preliminary evaluation of the academic plan and to serve as an indicator of whether the academic plan is strong enough to likely make it through a full evaluation of the complete application.

The Commission's Applications Committee will consider the Initial Proposal Recommendation Report and make its own recommendation to the full Commission. At its General Business Meeting, the Commission will consider the Initial Proposal Recommendation Report and the recommendation of the Commission's Application Committee and will decide whether to recommend that the applicant submit a Final Application. Applicants will be afforded this earlier indication of the application's potential so that they can make an informed decision whether to invest additional time, effort, and resources in the current years' application cycle.

Regardless of the recommendation from the Commission, the applicant will elect whether to proceed to submitting a Final Application. Because only minor amendments can be made to the Initial Proposal and a high-quality academic plan is central to a good application, applicants that do not receive favorable Initial Proposal recommendations are encouraged to voluntarily withdraw from the current application cycle. Conversely, however, Initial Proposals that receive recommendations to proceed are in no way guaranteed to meet the more rigorous standards used during the Final Application evaluation.

Each complete application (which includes all Components of the Application, as described in Section IV.A.) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

² Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

The Evaluation Team and the Commission serve different roles in the charter evaluation process:

- The Evaluation Team evaluates each application on its own merits against the published evaluation criteria and develops recommendations to the Commission based on written application materials and interviews. In developing its recommendations, the Evaluation Team considers only the Components of the Application listed in Section IV.A. The Evaluation Team may also use the Initial Proposal Recommendation Report to inform its evaluation.
- While the duty of the Evaluation Team is to recommend approval or denial of each application based on its merits, the responsibility of the Commission is to decide whether to approve or deny each application.

The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its Final Application Recommendation Report. Applicants will have the opportunity to submit written responses to the Final Application Recommendation Report (“**Applicant Response**”), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response (“**Evaluation Team Rebuttal**”). Commission staff will consider the Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, “**Recommendation Packet**”), along with the public hearing testimony, DOE comments, and any other relevant information in drafting a staff recommendation, which will be distributed to the Commission with the Recommendation Packet.

The Commission’s Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the staff recommendation, Recommendation Packet, public hearing testimony, DOE comments, any other relevant information, and the recommendations of the Commission’s Application Committee and decide whether to approve or deny each application.

G. New Information and Minor Amendments

HRS Chapter 302D prohibits the Commission from providing technical support to charter applicants. As such, the application process is not intended to help applicants refine and finalize their applications. Applicants must be able to acquire the necessary expertise, competency, and capacity needed to develop a high-quality application on their own, and the information contained within the Initial Proposal, Final Application, and attachments should be a complete and accurate depiction of the proposed plan. However, the Evaluation Team may consider additional information and amendments made to the application through the Initial Proposal Amendment and Request for Clarification, provided that the Evaluation Team determines that the applicant has provided enough information to fully describe the amendment and the amendment’s impact on the entire application and such amendments do not significantly alter the proposed plan. Limited space is allowed for amendments, so applicants should limit any changes to minor amendments. If an applicant submits a major amendment, the applicant will have difficulty fully explaining the amendment and its impacts on all parts of the application to the Evaluation Team’s satisfaction within the space provided. Generally, a minor amendment will not:

1. Raise any new issues or material considerations that have not been previously considered;
2. Alter the fundamental nature of the proposed school;
3. Create conflicts or inconsistencies with other parts of the application that cannot be addressed within the space provided; or
4. Significantly impact one or more material areas of the application.

Changes to the grades offered, geographic location, student population, mission and vision, and instructional model will be considered major amendments. Examples of changes in instructional model would be a change from a brick-and-mortar school to a virtual learning school, a traditional school to one with a cultural focus, or a blended learning model to a project-based model.

Upon the issuance of the Final Application Recommendation Report, the applicant may not change any information provided in the Components of the Application (either through the Applicant Response, public testimony, or other means), as the Evaluation Team would not have had an opportunity to holistically evaluate such changes. Therefore, the Commission shall disregard any new information that was not available to the Evaluation Team prior to the issuance of the Final Application Recommendation Report. “New information” means any information that substantially differs from what is provided in the Components of the Application and is revisionary in nature, versus information that simply clarifies factual inaccuracies or misunderstandings represented in the Final Application Recommendation Report. Removal or addition of significant elements of curriculum that substantially change the academic plan, submittal of a substantially revised policy, or changing the geographic location or grades served are all examples of new information that the Commission will not consider in making its decision. Commission staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or different.

H. Evaluation Criteria Overview

The Initial Proposal Evaluation Criteria are the essential tools used by academic performance staff evaluators to determine whether an Initial Proposal meets the minimum quality threshold. During the Initial Proposal review, evaluators only identify responses that do not meet the minimum threshold and are subsequently deemed Substantially Inadequate. A response is Substantially Inadequate if it:

1. Fails to address the RFP requirements or criteria for approval;
2. Presents unreasonable plans or ideas;
3. Lacks essential information; or
4. Raises significant concerns about the applicant’s capacity.

If an Initial Proposal does not receive a Substantially Inadequate rating, the academic performance staff evaluators will recommend to the Commission, who will then make a recommendation to the applicant, that the applicant proceed to completing and submitting a Final Application.

The Final Application Evaluation Criteria are the essential tools for the Evaluation Team, used in both their individual and team assessments of each Final Application. The Evaluation Team presents both ratings on a scale and narrative analysis of each section of the Final Application (including the Initial Proposal) as compared to the Final Application Evaluation Criteria. Throughout the Final Application evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section and subsection, specific criteria define the expectations for a response that “Meets the Standard.” In addition to meeting the criteria that are specific to that section, each part of the Final Application should align with the other sections of the application. In general, the following definitions guide evaluator ratings:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity and must meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, and Financial Plan).

The complete evaluation criteria are included within a separate document called the State Public Charter School Commission 2014 Evaluation Criteria.

I. Public Documents Notification

All information submitted to the Commission is public and subject to HRS Chapter 92F, also known as the Uniform Information Practices Act ("UIPA"), and is a public record. Information that is submitted to the Commission may be redacted from public record in accordance with exemptions provided under UIPA, provided that the applicant specifically identifies the information it believes should be redacted and provides an explanation justifying each redaction.

J. Definitions

The following words and terms are used in the RFP as defined below:

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in <u>Section III of the Initial Proposal</u> .
Applicant Response	The applicant's written response to the Evaluation Team Final Application Recommendation Report.
Blended Learning Program	A program that combines an online learning model with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model.

Board Member Information Sheet	The form attached as <u>Exhibit 4</u> .
BOE	The Hawaii State Board of Education.
Charter Contract	The State Public Charter School Contract between the Commission and a charter school.
CIPA	Children's Internet Protection Act.
CMO	Charter Management Organization, specifically an organization that has started and/or provides administrative support to a group of schools that may have a shared vision and mission.
COPPA	Children's Online Privacy Protection Act.
Commission	The Hawaii State Public Charter School Commission.
Components of the Application	The elements listed in <u>Section IV.A</u> .
Conversion Charter School	A Conversion Charter School as such term is defined by HRS §§302D-1 and -14.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
Enrollment Plan	The form attached as <u>Exhibit 1</u> .
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization that provides educational design, implementation, or comprehensive management services.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team's rebuttal to the Applicant Response to the Evaluation Team Final Application Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Final Application	An applicant's formal application to the Commission. The Final Application focuses on the proposed school's organizational and financial plans but also incorporates the academic plan submitted in the Initial Proposal together with any amendments.
Final Application Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Components of the Application on its own merits against the published evaluation criteria.
Financial Plan	The financial plan described in <u>Section VII of the Final Application</u> .
Financial Plan Workbook	The form attached as <u>Exhibit 6</u> .
FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
HRS	Hawaii Revised Statutes.

IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
Initial Proposal	An applicant's first substantive, formal submittal to the Commission, focusing on the proposed school's academic plan.
Initial Proposal Amendment	An applicant's formal amendment to its Initial Proposal.
Initial Proposal Recommendation Report	A report generated by Commission academic performance staff recommending to the Commission either that it recommend that the applicant proceed to submitting a Final Application or that it voluntarily withdraw from the application cycle.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, July 1, 2013 – June 30, 2017, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Online Learning	A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum. ³
Organizational Plan	The organizational plan described in <u>Section VI of the Final Application</u> .
Recommendation Packet	A packet containing the Evaluation Team Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Final Application and interviewing the applicant.
School-Specific Measures Template	The form attached as <u>Exhibit 5</u> .
Service Provider	The term used to collectively refer to ESPs and CMOs.
Staffing Chart Template	The form attached as <u>Exhibit 2</u> .
Start-up Charter School	A new school established under HRS §302D-13.
Statement of Assurances Form	The form attached as <u>Exhibit 3</u> .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
Virtual Learning Program	A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.

³ Definition used by the International Association for K-12 Online Learning.

DRAFT



State Public Charter School Commission 2015 Intent to Apply Packet

DRAFT

INTENT TO APPLY PACKET

I. Cover Sheet

Proposed School
Name:
Primary Contact Information
Name:
Mailing Address:
Phone:
Email:

Type of charter school (select one)

<input type="checkbox"/>	1. Start-up charter school, as defined in HRS Chapter 302D
<input type="checkbox"/>	2. Conversion charter school, as defined in HRS Chapter 302D Name of DOE school to be converted: _____

Type of applicant group (select one)

<input type="checkbox"/>	1. Community group
<input type="checkbox"/>	2. Group of teachers
<input type="checkbox"/>	3. Group of teachers and administrators
<input type="checkbox"/>	4. DOE school (conversion charter school applications only)
<input type="checkbox"/>	5. School community council (conversion charter school applications only)
<input type="checkbox"/>	6. Nonprofit organization (components 3-6 of the Intent to Apply Packet listed below are required) Name of nonprofit organization: _____

The components of the Intent to Apply Packet are as follows:

<input type="checkbox"/>	1. Completed 2014 Intent to Apply Packet Cover Sheet
<input type="checkbox"/>	2. Completed and executed Intent to Apply School Summary form
<input type="checkbox"/>	3. Proof of nonprofit registration with the Hawaii Department of Commerce and Consumer Affairs and a Certificate of Good Standing (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	4. Copy of the Articles of Incorporation for the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	5. Copy of IRS tax-exempt certification - OR - acknowledgement letter from the IRS regarding the tax status of the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	6. A resolution from the nonprofit's board approving the execution of the Intent to Apply (applicable only if applicant group type is nonprofit organization)

II. Intent to Apply School Summary

Describe the applicant and the nature of the plan to be presented in this application. This information will be used to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.

Proposed School			
Name:			
Opening Year:			
Geographic Location:			
Location(s) of Anticipated Student Population:			
Grades Served Year 1:			
Grades Served at Capacity:			
School Director			
Name (if identified):			
Current job/position:			
Applicant Group Members			
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Name:		Email:	
Anticipated Student Population			
Describe the student population you anticipate serving.		%FRL:	% SpEd:
Other:		% ELL:	
Proposed School Description			
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (<i>specify</i>): <input type="checkbox"/> Disability (<i>specify</i>):	<input type="checkbox"/> Language Immersion (<i>specify</i>): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Blended Learning <input type="checkbox"/> Other (<i>specify</i>):	
In 100 words or less, describe the mission and vision of your proposed school			

School Enrollment Projection

Academic Year	Projected # of Students	Grade Levels Served
Year 1 (specify)		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity (specify year): _____		

Do any of the following describe your applicant group or any of the school(s) proposed in this application?

- ☐ Will contract or partner with an Education Service Provider, Charter Management Organization, or other organization to provide school management services.
- ☐ Already operates schools in Hawaii.
- ☐ Already operates schools elsewhere in the United States.

If any of the boxes above are checked, fill out the table below.

Partner Information (if applicable)

Education Service Provider or Charter Management Organization (includes existing charter school operators)	Name: Primary Contact: Mailing Address: Phone: Email:
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Does this applicant group or any members of the applicant group have charter school applications under consideration by any other authorizer(s) in the US? ☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group or any members of the applicant group have any new schools scheduled to open in the U.S. in the next five years? ☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Grades Served	Opening Date

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the

application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature of Application Primary Contact

Date

Title

DRAFT



State Public Charter School Commission 2014 Initial Proposal

DRAFT

INITIAL PROPOSAL

I. Identifying Information

The following questions are intended to identify whether certain questions within the Initial Proposal need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

☐ Yes ☐ No

If the answer is to question 1 “Yes,” the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

☐ Yes ☐ No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

☐ Yes ☐ No

4. Does the proposed school use online learning in any way, either during or after the school day?

☐ Yes ☐ No

If the answer is “Yes” to either questions 2, 3 or 4, the applicant must answer all questions relating to virtual and blended learning programs.

II. School Overview

The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

The Executive Summary should provide a concise summary of the following elements:

1. **Mission.** A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.

(II.A.1 – 100 word limit)
2. **Vision.** The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

(II.A.2 – 200 word limit)
3. **Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

(II.A.3 – 200 word limit)
4. **Anticipated Student Population.** Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

(II.A.4 – 300 word limit)
5. **Community Engagement.** Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

(II.A.5 – 300 word limit)

6. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

(II.A.6 – 500 word limit)

7. Reason for Conversion (Conversion applicants only). Explain the rationale for applying to convert to a charter school.
 - a. How will the charter school model lead to improved academic outcomes and non-academic operations?
 - b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

(II.A.7 – 500 word limit)

8. Conversion Transition (Conversion applicants only). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

(II.A.8 – 500 word limit)

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (**Exhibit 1**), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in **Section IV.J** of the RFP and depicted in **Figure 2** below.

(II.B.1 – word limit not applicable; attachment only)

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

(II.B.2 – 500 word limit)

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (20 page limit)**.

(II.B.3 – 500 word limit)

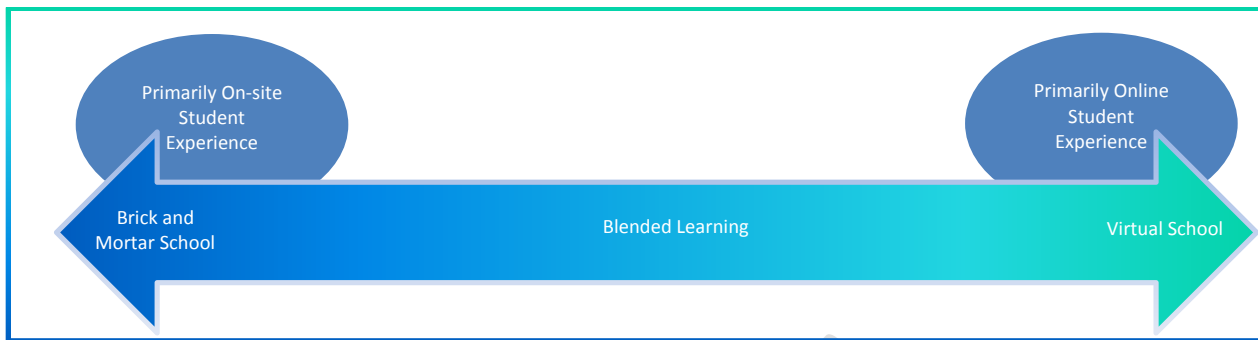


Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan

A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy, and Student Population

This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

1. Academic Plan Overview. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any virtual or blended learning programs, as defined in Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.
(III.A.1 – 500 word limit)
2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.
(III.A.2 – 500 word limit)
3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as Attachment C (5 page limit), a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.
(III.A.3 – 500 word limit)

B. Third-Party Education Service Providers and Charter Management Organizations

NOTE: This section is required of any applicant intending to contract with an ESP or CMO. An ESP or CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board. ESPs and CMOs will be collectively referred to as "Service Providers." If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.

1. Service Provider Selection and Track Record

An application that meets the standard for approval will have the following elements:

- a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

(VI.L.1.a – 250 word limit)

- b.** A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

(VI.L.1.b – 250 word limit)

- c.** If the Service Provider is providing academic services, evidence demonstrating academic success, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to high-quality charter schools, as defined in this RFP. Provide, as **Attachment __**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
 - i.** Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students (i.e., low-income students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students) served by the charter school;
 - ii.** Either—
 - 1.** Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 - 2.** No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
 - iii.** Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state.

(VI.L.2.a – 500 word limit)

- d.** A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance.

(VI.L.2.b – 250 word limit)

2. Legal Relationships

An application that meets the standard for approval will have the following elements:

- a. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

(VI.L.3.b – 250 word limit)

- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

(VI.L.3.c – 250 word limit)

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to collective bargaining agreements and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.

(VI.L.3.d – 250 word limit)

- d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment JJ (no page limit)**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
 - ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

(VI.L.3.e – 250 word limit)

- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

(VI.L.3.f – 250 word limit)

3. Service Provider's Organizational Structure

An application that meets the standard for approval will have the following elements:

a. A draft management agreement, provided as **Attachment KK (no page limit)**, that includes:

- i. The duration of the management agreement;
- ii. Clear roles and responsibilities of the parties;
- iii. A clear and well-defined scope of services and costs of all resources;
- iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
- v. Reasonable conflict of interest provisions that adhere to state law;
- vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
- vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
- viii. Reasonable indemnification provisions in the event of default or breach by either party.

(VI.L.4.g – 500 word limit)

b. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.

(VI.L.4.a – 500 word limit)

c. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

(VI.L.4.a – 500 word limit)

d. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

(VI.L.4.e – 500 word limit)

- e. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

(VI.L.4.f – 500 word limit)

- f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

(VI.L.4.h – 500 word limit)

C. Curriculum and Instructional Design

The components of this section should culminate in a comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards.

An application that meets the standard for approval will have the following elements:

1. A description of course outcomes for each course/grade level.

(III.B.1 – 1,500 word limit)

2. A description of the rigorous academic standards that will be used at the proposed school, including a clear description of the adoption process, and a reasonable rationale for their conclusion. The description must include a map or list of the standards that will be addressed in each course and at each grade level.

(III.B.2 – 500 word limit)

3. A description that demonstrates how the academic standards are aligned from grade level to grade level.

(III.B.3 – 1,500 word limit)

4. A description of curriculum materials, if selected, or a timeline of how the materials will be selected and a description of who will be involved in the selection process.

(III.B.4 – 1,000 word limit)

5. A description of clear academic and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving those goals. The description must include the plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. The description must also clearly explain the rationale for selecting and developing each of the identified assessments; include a clear description of each assessments' purpose, design, and format; and adequately demonstrate the validity and reliability of any non-standardized assessments.

(III.B.5 – word limit not applicable; attachment only)

6. A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping student meet their identified goals and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.
7. A clear description of interventions and modifications that will be made to instructional strategies if students are not meeting targets.

(III.B.7 – 2,000 word limit)

8. Graduation Requirements.

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. A description of the course and credit requirements for graduation, including a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including the reason and justification for the differences.

(III.B.8.a-b – 1,000 word limit)

9. **Virtual and Blended Learning.** If the proposed school's plan contains a Virtual or Blended Learning Program, as defined in the RFP:
 - a. A clear overview of any virtual or blended learning program, including:
 - i. A description of the level of instruction that uses Online Learning methods (e.g., unit/lesson, single course, entire curriculum);
 - ii. A description of the general organization of the Online Learning schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit);
 - iii. For Blended Learning Programs, an explanation of whether the program enhances or transforms classroom instruction or does both;
 - iv. A description of the teacher's role (e.g., teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (e.g., teacher driven learning, teacher guided learning, independent learning), and the parent's role (e.g., are not support required, parent support recommended, no parent involvement) in any Online Learning program;

- v. A description of the degree of support provided to students using any Online Learning program (e.g., little or no support, school based mentoring support, school or home mentoring support); and
- vi. A description of the student to teacher ratio in the Online Learning program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

(III.B.9.a.i-vi – 1,000 word limit)

- b. A video demonstration, as a URL to a browser-viewable video (like YouTube), of the proposed Virtual or Blended Learning Program curriculum that adequately portrays the student and teacher experience with the Online Learning curriculum, including both the student and teacher user interfaces.

(III.B.9.b – word limit not applicable; URL only)

- c. For Blended Learning Programs, a description of how classroom instruction will work with the Online Learning components to result in a coherent instructional program.

(III.B.9.c – 500 word limit)

- d. An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion.

(III.B.9.d – 500 word limit)

- e. A description of how the proposed school's online attendance policy adheres to state and federal reporting requirements.

(III.B.9.e – 250 word limit)

- f. A description of how federally-mandated state assessments will be administered and proctored.

(III.B.9.f – 250 word limit)

- g. A reasonable plan to uphold the academic integrity of the Virtual or Blended Learning Program that describes the systems and procedures for validating the authenticity of student work.

(III.B.9.g – 500 word limit)

- h. An explanation of how the proposed school will ensure student safety, both technologically and educationally, with consideration for compliance with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

(III.B.9.h – 500 word limit)

- i. An explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

(III.B.9.i – 500 word limit)

- j. A description of the platform dependencies for the proposed curricular materials and instructional strategies and an explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

(III.B.9.j – 250 word limit)

D. Special Populations and At-Risk Students

NOTE: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

An application that meets the standard for approval will have the following elements:

1. An outline of the overall plan to serve students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.
2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;

- d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
- e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
- f. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school's plan contains a virtual or blended learning program, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

(III.F.1.a-h – 2,000 word limit)

- 3. A clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

(III.F.3 – 500 word limit)

- 4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

(III.F.4 – 500 word limit)

E. School Culture

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

An application that meets the standard for approval will have the following elements:

- 1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

(III.D.1 – 250 word limit)

- 2. A coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators that includes a clear description of the roles

of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

(III.D.2 – 250 word limit)

3. A clear description of how the proposed school culture is conducive to a safe learning environment for all students and how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

(III.D.4 – 250 word limit)

4. A clear description of how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The description must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. If applicable, the description must cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

(III.D.5 – 500 word limit)

5. A clear description, provided as **Attachment K (1 page limit)**, of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

(III.D.10 – word limit not applicable; attachment only)

6. Student Discipline.

- a. A clear description of the proposed school's philosophy on student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.
- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.
- c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.
- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

(III.D.6.a-c – 1,500 word limit)

F. Professional Culture and Staffing

Note: Charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.

An application that meets the standard for approval will have the following elements:

1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in **Criterion** and should not be discussed here.

(III.D.7 – 250 word limit)

- b. A well-designed plan to take into account and incorporate students with special needs, including students receiving special education services, English Language Learners (“ELL”), and any students at risk of academic failure, into the proposed school’s general population. The plan should focus on school and professional culture; a more detailed explanation of the proposed school’s plans to service students with special needs is covered in **Criterion**.

(III.D.8 – 250 word limit)

- c. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

(III.D.9 – 250 word limit)

- d. A clear description, provided as **Attachment L (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school’s first year of operation that aligns with the proposed school’s vision and plan for professional culture.

(III.D.11 – word limit not applicable; attachment only)

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

(VI.D.1 – 500 word limit)

- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

(VI.D.2 – 500 word limit)

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with collective bargaining agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

(VI.D.3 – 500 word limit)

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

(VI.D.5 – 250 word limit)

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template (**Exhibit 2**) and provided as **Attachment J (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.
- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.
- c. If the proposed school has a virtual or blended learning program, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

(III.C.4.a-e – 1,000 word limit)

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet "Highly Qualified" requirements in accordance with the Elementary and Secondary Education Act ("ESEA") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.
- b. If the proposed school offers a virtual or blended learning program, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the

requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

(VI.C.1 – 500 word limit)

- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

(VI.C.3 – 250 word limit)

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment BB (10 page limit)** and any teacher evaluation tool(s) as **Attachment CC (10 page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any collective bargaining agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

(VI.C.4 – 500 word limit)

- e. An effective plan that explains how the proposed school intends to handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

(VI.C.6 – 250 word limit)

- f. A satisfactory explanation of any deviations in staffing plans, including salaries, from collective bargaining agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

(VI.C.7 – 250 word limit)

- g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment DD (no page limit)**.

(VI.C.8 – word limit not applicable; attachment only)

G. School Calendar and Schedule

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

An application that meets the standard for approval will have the following elements:

1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment H (2 page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.
(III.C.1 – 250 word limit)
2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects.
 - e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. The number of hours or minutes in a day for teacher planning time.
 - g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment I (10 page limit)**.

(III.C.2.a-f – 500 word limit)

H. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school's academic plan. These supplemental programs can be a part of the proposed school's growth plan if they will not be implemented immediately.

An application that meets the standard for approval will have the following elements:

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.
(III.E.1 – 500 word limit)
2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

(III.E.2 – 500 word limit)

I. Conversion Charter School Additional Academic Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

1. School Community

- a. Submit, as **Attachment S (no page limit)**, a certification and supporting documentation that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.

(III.H.1.a – word limit not applicable; attachment only)

- b. Discuss the evidence of support from faculty and families at the existing DOE school. Explain the process used to engage various stakeholder groups and collect evidence of support.

(III.H.1.b – 250 word limit)

- c. Provide, as **Attachment T (5 page limit)**, any additional evidence of community support for the conversion and opposition to the conversion.

(III.H.1.c – word limit not applicable; attachment only)

2. Performance Record

The Commission will consider Strive HI data reported through the DOE to assess the proposed school's track record.

- a. Discuss the proposed school's academic performance track record under Strive HI and its bearing on the decision to apply for conversion to the charter school model.
- b. Provide any additional evidence of improved student achievement outcomes.

(III.H.2.a-b – 500 word limit)

3. Student Recruitment and Enrollment

Describe the applicant's plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist and complies with all applicable law.

(III.H.3 – 250 word limit)

4. Curriculum and Instructional Design

- a.** Describe the curriculum and instructional framework to be used to achieve student outcomes.

(III.H.4.a – 1,000 word limit)

- b.** Describe the applicant's plan for the assessment of student performance that:

- i. Recognizes the interest of the general public;
- ii. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;
- iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State; and
- iv. Provides for program audits and annual financial audits.

(III.H.4.b.i-iv – 500 word limit)

DRAFT

IV. Identifying Information

The following questions are intended to identify whether certain questions within the Final Application need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

☐ Yes ☐ No

If the answer is to question 1 “Yes,” the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

☐ Yes ☐ No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

☐ Yes ☐ No

4. Does the proposed school use online learning in any way, either during or after the school day?

☐ Yes ☐ No

If the answer is “Yes” to either question 2, 3, or 4, the applicant must answer all questions specifically relating to virtual and blended learning programs.

5. Does the applicant currently operate charter schools in Hawaii or any other state?

☐ Yes ☐ No

6. Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?

☐ Yes ☐ No

7. Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

☐ Yes ☐ No

If the answer is “Yes” to either question 5, 6, or 7, the applicant must answer all questions specifically for CMOs and ESPs.

V. Organizational Plan

A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan.

A. Governance

The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

An application that meets the standard for approval will have the following elements:

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately) that are comprehensive and sound, provided as **Attachment U (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment V (required form)**.

(VI.A.1-2 – 250 word limit)

2. Organizational charts, provided as **Attachment W (no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached.

The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

(VI.A.3 – word limit not applicable; attachment only)

3. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

(VI.A.4 – 500 word limit)

4. If the proposed school has a virtual or blended learning program, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program , including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

(VI.A.4 – 500 word limit)

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified proposed school governing board members and their intended roles;
 - b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including academic, financial, legal, and community experience and expertise;
 - c. Completed and signed Board Member Information Sheets (**Exhibit 4**) and resumes for each proposed governing board member, provided as **Attachment X (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and
 - d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.
 - e. If the current board will transition from an applicant governing board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

(VI.A.5 – 250 word limit)

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

(VI.A.7 – 500 word limit)

7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment Y (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

(VI.A.8 – 250 word limit)

8. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

(VI.A.9 – 250 word limit)

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment Z (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school's governing board and leadership.

(VI.A.10 – 250 word limit)

B. Performance Management

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to academic, financial, and organizational performance standards that are incorporated in the Charter Contract. The academic performance standard considerations include, but are not limited to, Strive HI performance, growth, and comparative performance based on federal, state, Academic Performance Framework, and School-Specific Measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5.

An application that meets the standard for approval will have the following elements:

1. A comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:

- i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
 - iii. Reporting the data to the school community.
- b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
- c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

(VI.E.1 – 1,000 word limit)

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
 - b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and

- c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

(VI.E.1 – 500 word limit)

3. If already developed, School-Specific Measures, provided as **Attachment EE (no page limit)** and using the School-Specific Measures Template (**Exhibit 5**), that propose reasonable assessments that are aligned with the Academic Plan.

(VI.E.5 – word limit not applicable; attachment only)

C. Ongoing Operations

An application that meets the standard for approval will have the following elements:

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

(VI.H.1 – 250 word limit)

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a virtual or blended learning program, the description must include physical or virtual security features to deter theft.

(VI.H.2 – 500 word limit)

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

(VI.H.3 – 250 word limit)

D. Student Recruitment, Admission, and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. An application that meets the standard for approval will have the following elements: A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

(VI.I.1 – 500 word limit)

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.
(VI.I.2 – 250 word limit)
3. An admission and enrollment policy, provided as **Attachment HH (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

(VI.I.3.a-d – word limit not applicable; attachment only)

E. Parent Involvement and Community Outreach

An application that meets the standard for approval will have the following elements:

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.
(VI.J.1 – 250 word limit)
2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.
(VI.J.2 – 250 word limit)
3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.
(VI.J.3 – 250 word limit)
4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment II (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

(VI.J.4 – 250 word limit)

F. Nonprofit Involvement

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.

An application that meets the standard for approval will have the following elements:

1. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

(VI.K.2 – 250 word limit)

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

(VI.K.3 – 250 word limit)

G. Geographic Location and Facilities

The proposed school's geographic location will determine things such as the DOE complex area(s) in which the proposed school is included and the DES that the proposed school will be assigned to for special education purposes. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.

An application that meets the standard for approval will have the following elements:

1. Geographic Location.
 - a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.
 - b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

(VI.F.1.a-b – 500 word limit)

2. Facilities.

- a. If the proposed school has obtained a facility, a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a virtual or blended learning program, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. The description must reference and provide, as **Attachment FF (no page limit)**, a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility.

OR

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in **Criterion VI.F.1**, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

(VI.F.2.a or b – 1,000 word limit)

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary to implement the facility growth plan.

(VI.F.3 – 250 word limit)

H. Start-Up Period

*In accordance with the Start-Up Charter School Process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a Charter School, once it has completed its Pre-Opening Assurances, is July 20th.*

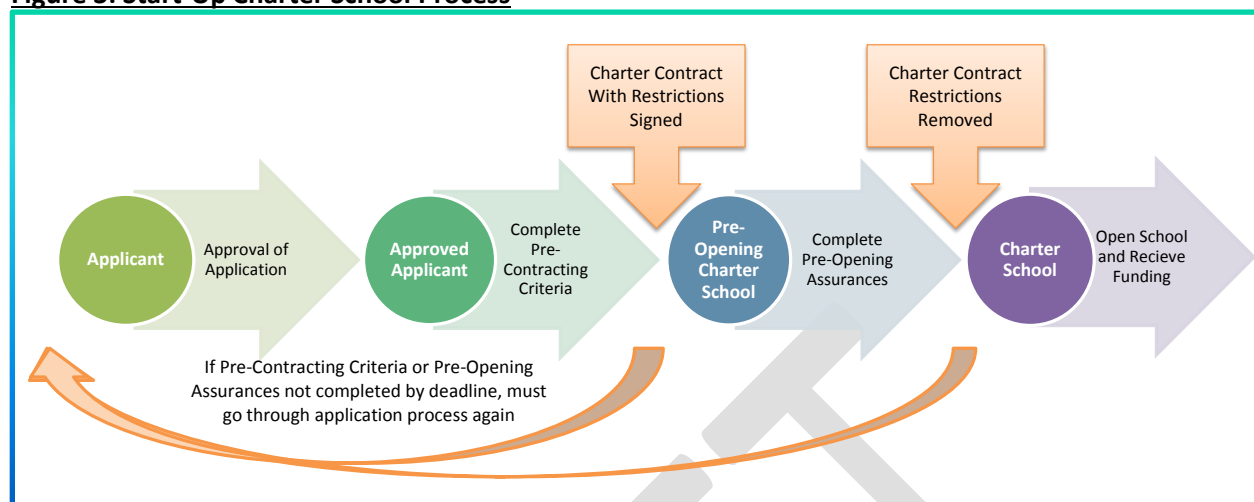
An application that meets the standard for approval will have the following elements:

1. A comprehensive, reasonable, and sound project management plan, provided as **Attachment GG (10 page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook) and details the start-up plan for the proposed school, including specific tasks, timelines, and responsible individuals for each of the following areas:
 - a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in **Criterion VI.F.2**;
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
 - c. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
 - d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in **Criterion VI.C.1**, and delivering the professional development, described in **Criterion VI.D.2**;
 - e. Plans to identify, recruit, select, and add or replace new governing board members that aligns to the recruitment plan described in **Criterion ____**, the governing board transition plan described in **Criterion ____**, and any governing board training described in **Criterion ____**, as applicable; and
 - f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

(VI.G.1.a-f – word limit not applicable; attachment only)
2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

(VI.G.1.a-f – word limit not applicable; attachment only)

Figure 3: Start-Up Charter School Process



I. Conversion Charter School Additional Organizational Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

1. Staff Plans and Evaluation

- a. Describe the rights and management issues of employees at the existing DOE schools. Provide a detailed framework to address any issues and protect the rights of such employees.

(VI.N.1.a – 500 word limit)

- b. Describe the applicant's plan for identifying, recruiting, retaining highly qualified instructional faculty, as defined by DOE.

(VI.N.1.b – 250 word limit)

- c. Describe the applicant's plan for the assessment of administrative support and teaching personnel performance that:
 - i. Recognizes the interest of the general public;
 - ii. Incorporates or exceeds the academic content and performance standards developed by the DOE for the public school system;
 - iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least

equivalent to the average system of accountability in public schools throughout the State;

- iv. Provides for program audits and annual financial audits; and
- v. Provides for an evaluation tool that aligns with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Include an explanation of what, if any, such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

(VI.N.1.c.i-v – 500 word limit)

2. Governance

- a. Describe the governance structure for the proposed school that incorporates a Conflict of Interest policy and a plan for periodic training to carry out the duties of governing board members.

(VI.N.2.a – 250 word limit)

- b. Describe the constitution of the proposed school governing board, terms of governing board members, and the process by which governing board members were selected.

(VI.N.2.b – 250 word limit)

3. Nonprofit Organization as Applicant. *Note: Only applicants that are nonprofit organizations proposing a Conversion Charter School where the nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors shall serve as the Conversion Charter School's governing board need to complete this section.*

- a. Describe the organizational structure of the nonprofit organization, how it will also serve as the governing board of the Conversion Charter School, and how governing board members will be selected.

(VI.K.4.a – 250 word limit)

- b. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, describe the organizational structure and scope of jurisdiction for each advisory group.

(VI.K.4.b – 250 word limit)

- c. Provide, as **Attachment LL (no page limit)**, the nonprofit organization's bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.

(VI.K.4.c – word limit not applicable; attachment only)

- d. Describe the nonprofit organization's experience in the management and operation of public or private schools or any agreement to obtain services from another entity or entities possessing such experience.

(VI.K.4.d – 250 word limit)

- e. Describe any licensure or accreditation requirements the nonprofit organization must comply with and the status of any such licenses or accreditations.

(VI.K.4.e – 250 word limit)

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VI. Financial Plan

A. Financial Oversight and Management

An application that meets the standard for approval will have the following elements:

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

(VII.A.1 – 500 word limit)

2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.

(VII.A.2 – 250 word limit)

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

(VII.A.4 – 500 word limit)

B. Operating Budget

*Note: In developing the proposed school's budget, use the following per-pupil annual revenue projection: **\$6,500**.*

An application that meets the standard for approval will have the following elements:

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (**Exhibit 6**) as **Attachment MM (required form)**, that align to the Academic and Organizational Plans.

(VII.A.5 – word limit not applicable; attachment only)

2. **Budget Narrative.** A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment OO (no page limit)**, for

any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

- b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
- c. If the proposed school has a virtual or blended learning program, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

(VII.A.6 – word limit not applicable; attachment only)

C. Conversion Charter School Financial Plan and Facilities

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section.

1. Describe the applicant's Financial Plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the proposed school's ability to meet the financial obligations of one-time, start-up costs and ongoing costs, such as monthly payrolls, faculty recruitment, professional development, and facilities costs.

(VII.C.1 – 500 word limit)

2. Describe the applicant's facilities plan.

(VII.C.2 – 500 word limit)

VII. Applicant Capacity

A. Academic Plan Capacity

An application that meets the standard for approval will have the following elements:

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated

with running a charter school) to implement the school's Academic Plan successfully. The evidence must include a description that:

- a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and
- b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

(III.G.1-2 – 500 word limit)

2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

(III.G.3 – 250 word limit)

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment M (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

(III.G.4 – 500 word limit)

4. School Director.

If the school director is known, a description that:

- a. Identifies the school director;
- b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment O (no page limit)**;
- c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.
- d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a charter school.

(III.G.6.a – 500 word limit)

OR

If the school director is not known, a description that:

- a. Discusses the characteristics of the school director that the proposed school will seek and an appropriate job description or qualifications and rigorous criteria, provided as **Attachment P (no page limit)**, that is designed to recruit a school director with the experience and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan; and
- b. Explains a clear and appropriate timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

(III.G.6.b – 250 word limit)

5. **Management Team.** A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment Q (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

OR

- b. If not known, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment R (no page limit)**, as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

(III.G.7.a or b – 250 word limit)

B. Organizational Plan Capacity

An application that meets the standard for approval will have the following elements:

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Organizational Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
 - b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

(VI.M.1-2 – 500 word limit)

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in Attachment __ (also referenced in Criterion __), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.
(VI.M.4 – 250 word limit)

C. Financial Management Capacity

An application that meets the standard for approval will have the following elements:

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
 - b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.
(VII.B.1-2 – 500 word limit)
2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in Attachment __ (also referenced in Criterion __), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.
(VII.B.3 – 250 word limit)

Exhibits

- Exhibit 1: Enrollment Plan
- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

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Exhibit 1: Enrollment Plan

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Enrollment Plan

Grade Level	Number of Students											
	Year 1 20__		Year 2 20__		Year 3 20__		Year 4 20__		Year 5 20__		Capacity 20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

Exhibit 2: Staffing Chart Template

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Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salaries							

Middle School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salaries							

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__	Salary Range
School Director							
Assistant School Director							
Dean(s)							
Add'l School Leadership Position 1 [specify]							
Add'l School Leadership Position 2 [specify]							
Add'l School Leadership Position 3 [specify]							
Classroom Teachers (Core Subjects)							
Classroom Teachers (Specials)							
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
Total FTEs							
Total Salary							

Exhibit 3: Statement of Assurances Form

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Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☐ will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- ☐ will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- ☐ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☐ will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- ☐ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☐ will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- ☐ will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- ☐ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- ☐ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☐ will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- ☐ will follow any federal and state court orders in place in the local school district;
- ☐ will comply with federal and state applicable health and safety standards;

- ☐ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- ☐ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☐ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☐ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☐ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☐ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☐ will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed
School: _____

Name of Authorized
Representative: _____

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Authorized Representative

Date

Exhibit 4: Board Member Information Form

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Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☐ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
☐ Does not apply to me ☐ Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
6. What is your understanding of the appropriate role of a public charter school governing board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the governing board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☐ None ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect.

Signature

Date

Exhibit 5: School-Specific Measures Template

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School-Specific Measures

School-Specific Performance Goal #1	<i>What is the proposed school's school-specific performance goal #1?</i>
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i>
Targets	<i>What targets will the proposed school achieve?</i>
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i>
Baseline Data	<i>What is the proposed school's beginning data point?</i>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #2	<i>What is the proposed school's school-specific performance goal #2?</i>
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i>
Targets	<i>What targets will the proposed school achieve?</i>
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i>
Baseline Data	<i>What is the proposed school's beginning data point?</i>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

Exhibit 6: Financial Plan Workbook

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